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ABSTRACT

A national study assessed attitudes of minority and nonminority parents and nonparent adults on parent involvement and other educational issues. Telephone interviews with 1,148 adults, including 806 parents with at least one child in kindergarten through grade 12 and 342 adults (called "nonparents") who did not have children in those grades, were conducted in February, 1993. The sample included 562 Whites, 282 Blacks, and 284 Hispanics. The study report addresses the five areas of evaluation of schools, children and schools, parental involvement in children's education, attitudes about educational issues, and demographics. Among the study's many findings are the following: (1) 54% of adults graded public schools highly, with parents grading schools higher than nonparents; (2) parents and nonparents felt that virtually all groups in society have some responsibility for improving schools; (3) 58% of parents felt that their child's school is safe, and 42% that it is somewhat safe or not safe; (4) 89% of the subjects' children were enrolled in public schools, 7% in private schools, and 4% in parochial schools; (5) 63% of parents rated their children's school performance as above average; (6) 70% of parents expected their children to graduate from college, and minority parents' aspirations for their children to complete high school and college were similar to those of white parents; (7) the level of parental involvement with their children's education was quite high, and was the same for fathers and mothers; and (8) virtually no parents felt that teachers should have the primary responsibility for teaching children about values, drug abuse, AIDS, intergroup relations, alcohol abuse, sex, and tobacco abuse. Additional technical details and the questionnaire appear in the Technical Appendix. The bulk of the document is composed of tables presenting the study's findings. (TJQ)

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THE THIRD PTA NATIONAL EDUCATION SURVEY

A Study of Attitudes & Behavior Regarding Children's Education

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The Third PTA
National Education Survey

A STUDY OF
ATTITUDES AND BEHAVIOR
REGARDING
CHILDREN'S EDUCATION

Commissioned by

NEWSWEEK

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INTRODUCTION

Deeply concerned about the educational system in the United States, the National PTA and Newsweek have collaborated on a series of projects in recent years. A cornerstone of the collaboration involved providing the results of the first national surveys on parental involvement. The results of this research first appeared in special advertising supplements in Newsweek, and generated wide interest in the educational community and media. Continuing their commitment to helping improve the American educational system, the National PTA and Newsweek decided to sponsor a third survey, the results of which are presented in this report.

This study differs from the two previous surveys on which the National PTA and Newsweek collaborated in several important ways. (1) This study provides insights into educational issues not previously explored, e.g., groups in society responsible for improving schools, parental involvement plans, and importance of schools in selecting a neighborhood. (2) This is the first national survey to provide data comparing parents and non-parents on parental involvement and other educational issues. (3) This is the first national survey ever conducted on these issues which includes reliable samples of the two largest minority groups in the U.S., Blacks and Hispanics. The report provides extensive data which reveal the opinions of the minorities in comparison to those of White parents on parental involvement and other educational issues.

METHODOLOGY

NuStats, a company in Austin, Texas, specializing in research with minorities, was commissioned to conduct this study. Telephone interviews were conducted February 8-24, 1993, with 1148 adults, including 806 parents with at least one child in grades kindergarten through twelve (hereafter "Parents"), and 342 adults not having children in those grades (hereafter "Non-Parents," technically a misnomer that is used for brevity -- for details, see the first paragraph of the Technical Appendix).

The bases shown in the report are the actual number of respondents interviewed in each group reported. E.g., the sample includes 562 Whites, 282 Blacks, and 284 Hispanics. The percentages are based on the data weighted to all U.S. households.

Additional technical details and a copy of the questionnaire appear in the Technical Appendix at the end of this report.

SUMMARY OF FINDINGS

I. Evaluation of Schools

* A slight majority of adults (54%) grade public schools highly. A fifth grade them as "A" (excellent), and a third give them a "B" grade. However, a fifth grade them as "C," while over a tenth say they are close to or actually failing. In addition, over a tenth, overwhelmingly non-parents of school age children, say they are unable to grade the public schools. In short, nearly half of all adults have either no image or a low image of public schools.

  More parents (65%) than non-parents (48%) grade public schools as A or B. Even among parents a third have either no image or a low image of public schools.

  Among parents, more Hispanics grade public schools as "A" (34%) than Whites (26%) or Blacks (18%). However, when the high grades of A and B are combined the differences based on ethnicity are minor.

  Parents of high school students grade public schools significantly lower than parents of children in other grades. Only 47% of parents of students in grades 10-12 grade public schools as A or B, in contrast to at least 68% of the parents of children in other grades.

* Twice as many adults feel public school quality will improve (42%) rather than decline (21%) in the next five years, while over a fourth expect it to remain the same. There is no difference in the expectations of parents and non-parents. However, there are significant differences based on race/ethnicity. Blacks are significantly more optimistic about the future of public schools (64%) than Whites (38%) or Hispanics (46%). Parents of high-school students are less optimistic (29%) than parents of children in other grades (42% or higher).

* There are many ways schools can help parents. In this survey parents were asked about four actions the school might have taken, and the responses are remarkably high. 90% of the parents say their child's school makes them feel comfortable visiting the school. 82% note that the school encourages the parents to visit the school. Three-fourths indicate that their child's school helped them become involved at home with the child's education. Two-thirds say that the school encouraged them to become involved at school as a volunteer. On all these measures the differences based on ethnicity are quite small.

- As the above data indicate there is obviously need for improvements in the educational system. But who should be responsible for these improvements? Respondents were asked to indicate the degree of responsibility 11 different groups have for improving schools. In general, all 11 are perceived as having some, if not major, responsibility.

  On a scale of 1=No Responsibility to 7=Major responsibility, the groups perceived as most responsible are those most directly involved with schools: principals (6.4), parents (6.3), teachers (6.3), school boards (6.2), senior school administrators (6.2), and students (5.9).

  The surprising finding is that even those not directly involved with schools are perceived as having responsibility for improving schools: political leaders (5.6), the public in general (5.2), police (4.6), local businesses (4.6), and local religious institutions (4.2). In short, it appears that both parents and non-parents, regardless of ethnicity or other demographic variables, feel virtually all groups in society have at least some responsibility for improving schools.

- Fewer than half of all adults (45%) feel funding to support public schools is adequate. There is little difference between parents and non-parents on this issue. Among parents, those least likely to feel funding is adequate are Hispanics (35%), college graduates (37%), Blacks (41%), and those with household income under $25,000 (41%).

- Safety is a paramount concern of parents. While the majority of parents (58%) feel the school their child attends is "extremely" or "very" safe, a large minority (42%) rate the schools as only "somewhat" safe, including six percent who feel the schools are not safe (not very/not at all safe). Concern that the schools are unsafe is especially high among Hispanics (16%), parents with children in grades 7-9 (16%), and parents who say their child's school is located in the inner city (12%). School safety is clearly a social problem that remains to be fully dealt with.

- According to the Census Bureau the large majority of Americans reside in urban areas. Yet, when asked to describe the location of their child's school, the phrase used by the largest group of respondents is "small town school" (30%). In conjunction with parents who say their child's school is "rural," almost half (46%) of the respondents seem to think of their child as attending a school that is not in a large urban area. Both "inner city" school and "suburban" school are the descriptors a fifth of the parents select, while 13% say their child's school is urban, but not in the inner city. Significantly more minority parents indicate the school is in the inner city, while many more Whites say the school is in a small town or rural area.

II. Children and Schools

- The incidence of having school age children in U.S. households is 33%. That is, a third of all respondents, regardless of race/ethnicity, report they have at least one child attending school in any grade between kindergarten and twelfth.

- Families with large numbers of school age children are now relatively rare. Half of the respondents report having only one child in these grades, a third have two, a tenth have three, and five percent have four or more. Hispanic parents report having slightly more children (average: 2.0) than Black (1.8) or White parents (1.7). The children reported on in this survey are distributed in all grades.

- Nine out of ten (89%) children are enrolled in public schools, seven percent in private and four percent in parochial schools.

- Parents were asked to describe the level at which their children were performing in school. If parents were totally objective, according to sampling theory the responses should result in the bulk of the students being described as "average," and approximately equal numbers above and below average.

  The reality is that nearly two-thirds (63%) of the parents say their children are performing "above average," a third are "average," and only five percent are "below average." Descriptions of children being above average are particularly high for parents with children in grades 4-6 (77%), parents with household incomes of $50,000+ and college graduates (both 76%), and those living in suburban areas (73%).

  These positively skewed percentages are likely due to several factors. First, not being intimately familiar with the other children at school, the parents may have no objective basis for defining "average" and thus are unable to describe accurately the extent their children differ from it. Second, the standard by which the parents are defining average might be the perception of children when they were students. Given the phenomenal changes in education since the parents were young, today's children may well be defined as above average in contrast to children of a generation ago. Third, the high aspirations many parents have for their children, to be discussed below, might preclude them from accepting any description of less than "above average."

- The parents' educational aspirations for their children are high. Virtually all parents (97%) expect their children to graduate from high school, and over two-thirds (70%) expect them to graduate from a four-year college. However, only 37% expect the education to culminate in a post graduate degree. Parents' education is correlated with expectations for children's education. For example, 64% of parents who have high school or less education expect their children to complete a four-year college, in contrast to 89% of those parents who have a college degree or higher education.

Minority parents aspirations for their children to complete high school and college are similar to those of White parents. However, more Black (53%) and Hispanic (50%) parents indicate they hope their children will receive an advanced degree than do White parents (34%).

These data support the findings from surveys of American youth, sponsored by the Department of Labor and the Educational Testing Service, showing that minority students have high educational aspirations, even though their expectations about level of education they will be able to complete are much lower. In other words, they aspire to greater opportunities than they know they can attain. In these same surveys, minority youth indicated that the primary persons influencing them were their parents, and that they perceived their parents as wanting them to finish high school. These data suggest that minority parents give at least as much emphasis as White parents to education - if not more - as a pragmatic solution to increasing their children's employment opportunities.

III. Parental Involvement In Children's Education and Schools

* The level of parental involvement with children's education at home is quite high. Three-fourths of the parents talk to their children about classes, teachers or other school topics every school day, and nearly all (95%) talk to their children about these topics at least once a week.

  Parents actively help with homework. Almost half (45%) help nearly every school day and three-fourths help at least once a week. In addition, two-thirds check every day that their child has completed the homework, and 84% check at least once a week.

  Many parents also spend time reading to or with their children. A quarter read with them nearly every school day, and almost two thirds read with them at least once a week.

  Not surprisingly, a child's age is associated with many of these measures. That is, younger children often receive significantly more attention than older children. For example, nearly half (47%) of the parents with children in grades K-3 read with their children nearly every school day, in contrast to far fewer parents of children in grades 4-6 (26%), 7-9 (9%) and 10-12 (6%). As a second example, two-thirds of the parents of the youngest children help them with homework nearly every school day, in contrast to half of those with children in grades 4-6, a third in grades 7-9, and only seven percent of those in high school.

  There are only minor differences in parental involvement based on ethnicity. The most notable example concerns parents discussing school topics with children. More White parents (77%) discuss school topics with their children nearly every school day then do Black (68%) and Hispanic parents (60%).

  Perhaps surprisingly, there is virtually no difference between fathers and mothers in parental involvement on every measure examined in this study.

* Parents spend an average of 6.3 hours per week involved in their child's formal education. Child's age is highly correlated with hours of involvement. Parents of the youngest children (7.2 hours) spend significantly more time than those of other children, particularly those with high schoolers (4.5). Those parents in the lowest income category also spend significantly more time than others (7.5). There are only minor differences on this measure based on race/ethnicity.

* Do parents feel they are spending an adequate amount of time helping their children with their formal education? Clearly many do not. Five times as many parents report spending "not enough" time (40%) as those who say they are spending "more than enough" (8%). Among parental groups who most often say they do not spend enough time helping their children with their formal education are parents with children in grades 7-9 (53%), Blacks (52%), those whose children go to "small town" schools (52%) and "inner city" schools (49%), Hispanics (50%), and those whose annual household income is less than $25,000 (48%).

* In addition to assisting with formal education, many parents devote much time to the informal education of their children. Informal education was defined for the parents being interviewed as "all the non-school related activities you did with (CHILD) in which you tried to teach him/her new ideas and skills." Parents say they spend an average of 7.6 hours per week involved in their children's informal education.

* Parents spent an average of 14.0 hours per week on formal and informal education combined. There is little difference in time spent based on race/ethnicity. Above average amounts of time are spent by the youngest parent group, those 18-34 (16.1) and those with the youngest children (15.6).

* Parents were asked to rate their ability to help their children on five subjects, using a scale of 1=Not At All to 7=Enormously. Using only the top two scores as reliable measures that confidently predict the ability to help, the majority report being capable in three subjects: math (58%), English (55%) and history (53%). Less than half say they are able to help with science (44%) and only a third with computers (31%). On all five subjects White and Hispanic parents report approximately equal capability levels. Significantly more Black parents report being able to help in all subjects except math, for which they report capability similar to that reported by Hispanics and Whites. For almost all subjects the ability to help is positively correlated with education and inversely correlated with child's grade. The only exception is more parents with some college education report being able to help with math (49%) than do parents who are college graduates (37%) or high school graduates (36%).

* Three-fourths (73%) of the children are "always" met by an adult when they come home from school, and an additional 13% are met "most" of the time. Slightly more Hispanic (81%) than White (72%) or Black (69%) parents report their children are always met by an adult. Understandably, the younger the child the greater the likelihood they are met by an adult. But the "latch-key kid" phenomenon is reflected in these data for a significant percentage of children in grades 4-6 (15%) and 7-9 (22%). These children are met by an adult only about half of the time or less frequently.

* Many parents recognize the important role they play in their children's academic success. Over half (56%) say they are highly influential (6-7 on a 1=Not At All to 7=Totally Influenced scale), with noticeably more Black parents (72%) and Hispanic parents (68%) reporting they are highly influential than White parents (52%). Perhaps surprisingly, more parents with high school or less education (58%) report being highly influential than those who are college graduates (48%). There is a strong inverse correlation between child's age and degree of influence (k-3: 64%; 10-12: 38%).

* Over half (53%) of the parents belong to a parent group at their child's school. The largest parent group is the PTA (35%), while fewer report belonging to the PTO (22%) or a Booster Club (12%). Black parents (62%) report higher parent group involvement than either White (52%) or Hispanic (48%) parents. Household income is highly associated with parent group membership. Adults in the highest income category reported in this survey, $50,000+, are twice as likely to belong to a parent group as those in the lowest income category (<$25,000) -- 74% versus 38%.

* Some schools now have written parent involvement plans which discuss how parents and educators will work together to share responsibilities for their children's education and to improve their schools. Both parents (95%) and non-parents (92%) overwhelmingly support such plans. This is true regardless of race/ethnicity and education level.

* Some employed parents encounter problems balancing their family and occupational responsibilities. Approximately a quarter report it is a problem (either serious or minor) for them to do each of the following: take time off from work to attend a school activity, care for a sick child, or attend a parent-teacher conference. An additional fifth say it is a problem for them at work to take telephone calls from their child.

IV. Attitudes About Educational Issues

* A major educational debate concerns who should have primary responsibility for teaching children about key social issues. Should parents have primary responsibility, should teachers, or should responsibility be shared equally? The participants in this survey evaluated seven topics. The most striking finding is that virtually no parents say teachers should have primary responsibility for teaching children about any of these topics.

  On only one topic, values, are respondents equally divided between shared responsibility and parents having primary responsibility. For the other six topics, the majority say the responsibility should be shared. These topics are drug abuse (68%), AIDS (67%), intergroup relations (62%), alcohol abuse (61%), sex education (56%) and tobacco abuse (55%).

  Parents and non-parents are almost in complete agreement on this issue of responsibility. On two topics, sex education and alcohol abuse, more Hispanics feel parents should have primary responsibility than do Whites and Blacks. Interestingly, for every topic, a greater percentage of men than women, and affluent adults than others, favor parents having primary responsibility for teaching children.

* The participants in this study were asked to evaluate six proposals and indicate the extent that each would improve the educational system. Clearly, the most preferred of the six proposals is offering a program that combines academics and on-the-job training for high school students who do not go to college. 84% gave this a high rating of 6-7 on a scale of 1=Would Not Help At All to 7=Would Help Enormously.

  Over half of the respondents favored three other proposals: Requiring national tests which students must pass in several different grades (58%), shifting major decisions in schools from a central board to individual schools governed by a committee of principals, teachers, parents, and community representatives (53%), and allowing parents to choose the public school they want their children to go to, instead of requiring children to attend the schools in their areas (52%). Over a third favor the remaining two proposals: year round schools in which the three-month summer break would be replaced by several short vacations, each a few weeks in length, and increasing the number of school days from the current 180 up to 220 or 240, as is the case in some European and Asian countries.

  Parents are very similar to non-parents in their attitudes to these issues. Hispanic respondents prefer almost all of these proposals slightly more than Blacks, who in turn prefer all of them slightly more than Whites.

* An important decision all adults make is in which community they should live. This survey provided the opportunity to examine the importance of schools in selecting a particular neighborhood to live in. A fourth of the parents say that schools were "extremely" important in selecting the neighborhood in which they currently live. In total, half (49%) of the parents say that the schools were extremely or very important in their choice of the particular neighborhood. More Black parents (61%) say schools were important than do Hispanic (54%) or White parents (46%). However, a third (35%) of the parents report that the school issue did not at all apply to them at the time they moved into their current neighborhood.

* Is the amount of time children spend watching TV a problem? The large majority of parents say it is no problem or not too much of a problem (77%). However, a fifth (22%) of the parents say it is at least "somewhat" of a problem, including four percent who report it as an extremely or very serious one. The problem peaks among parents of children in grades 4-6 (30%). The differences on this issue based on race/ethnicity are minor.

* During the interview respondents were also queried about the extent they perceived racial problems in their community, the public schools and their work place. Almost a fifth of the respondents, both parents and non-parents, feel that racism is a problem in their community and in the public schools in their area. Less than a tenth (7%) of the employed respondents feel racism is a problem at their work place. For all three locations, more Black and Hispanic parents feel racism is a problem than do White parents.

V. Demographics/Psychographics of Sample

* 59% of all the respondents are married; more parents (70%) than non-parents (53%).

* Over half (55%) of all adults are employed full-time and 10% are employed part-time. Among the remaining adults 18% are retired and 10% are homemakers. A greater percentage of parents (79%) than non-parents (59%) are employed full or part time.

* Among employed adults 25% are professionals, 16% managers, 16% laborers, 14% technical specialists and 12% sales.

* The median number of people in all households is two. Among parents the median is four, and among non-parents it is two. Among parents the median number of children under 18 years of age is two.

* The respondents' median chronological age is 38, with parents a decade younger than non-parents (36 versus 46).

* The respondents' median psychological age (how old they usually feel) is 35, with parents (30) younger than non-parents (37).

* 44% of the respondents have at least some college education, 41% are high school graduates, and 14% have not graduated from high school.

* Respondents were asked to rate themselves on a scale of 1=Extremely relaxed to 7=Extremely stressed. Over a quarter (28%) say they are very relaxed (1-2), while over a tenth (13%) say they are very stressed (6-7). The differences between parents and non-parents are very small on this issue. Among parents, more Blacks are both very relaxed and very stressed than Whites and Hispanics, while the latter two groups have more people selecting the middle of the scale.

* All adults report a median of 26 hours of free time in a typical week, with non-parents having significantly more free time than parents (31 versus 19). White parents (18) report less free time than Black (24) or Hispanic parents (25).

* Median household income is $27,500, with parents ($35,000) significantly more affluent than non-parents ($22,500). White parents ($35,000) report greater HHI than Hispanic ($17,500) or Black parents ($22,500).

* Eight percent of the respondents are Hispanic, two-thirds of whom are of Mexican origin.

* 81% of the respondents are White and 11% African American.

* 45% of the respondents surveyed are male, 55% female.

* This study provides a representative sample of all U.S. adults weighted to their population in each of the U.S. census regions: 20% Northeast, 24% North Central, 37% South, and 19% West.

* Two-thirds live in the larger A (33%) and B (34%) counties as defined by Nielsen. Only a third live in the smaller C (13%) and D (20%) counties.

TABLES

I. EVALUATION OF SCHOOLS

HOW ADULTS GRADE SCHOOLS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
A/B	54%	65%	49%
A = Excellent	19	26	16
B	35	39	33
C	20	21	19
D	5	4	6
F = Failure	8	7	8
Don't know	14	3	18

Q.3 What grade would you give the public schools in your area for the quality of education they are providing to their students?

HOW PARENTS GRADE SCHOOLS

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
A/B	66%	59%	62%
A = Excellent	26	18	34
B	40	41	29
C	20	26	21
D	3	5	8
F = Failure	7	7	5
Don't know	3	2	4

	Reference Child's Grade			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
A/B	68%	72%	68%	47%
A = Excellent	29	35	19	16
B	39	37	49	32
C	20	22	20	23
D	3	3	4	6
F = Failure	4	3	8	18
Don't know	4	1	1	6

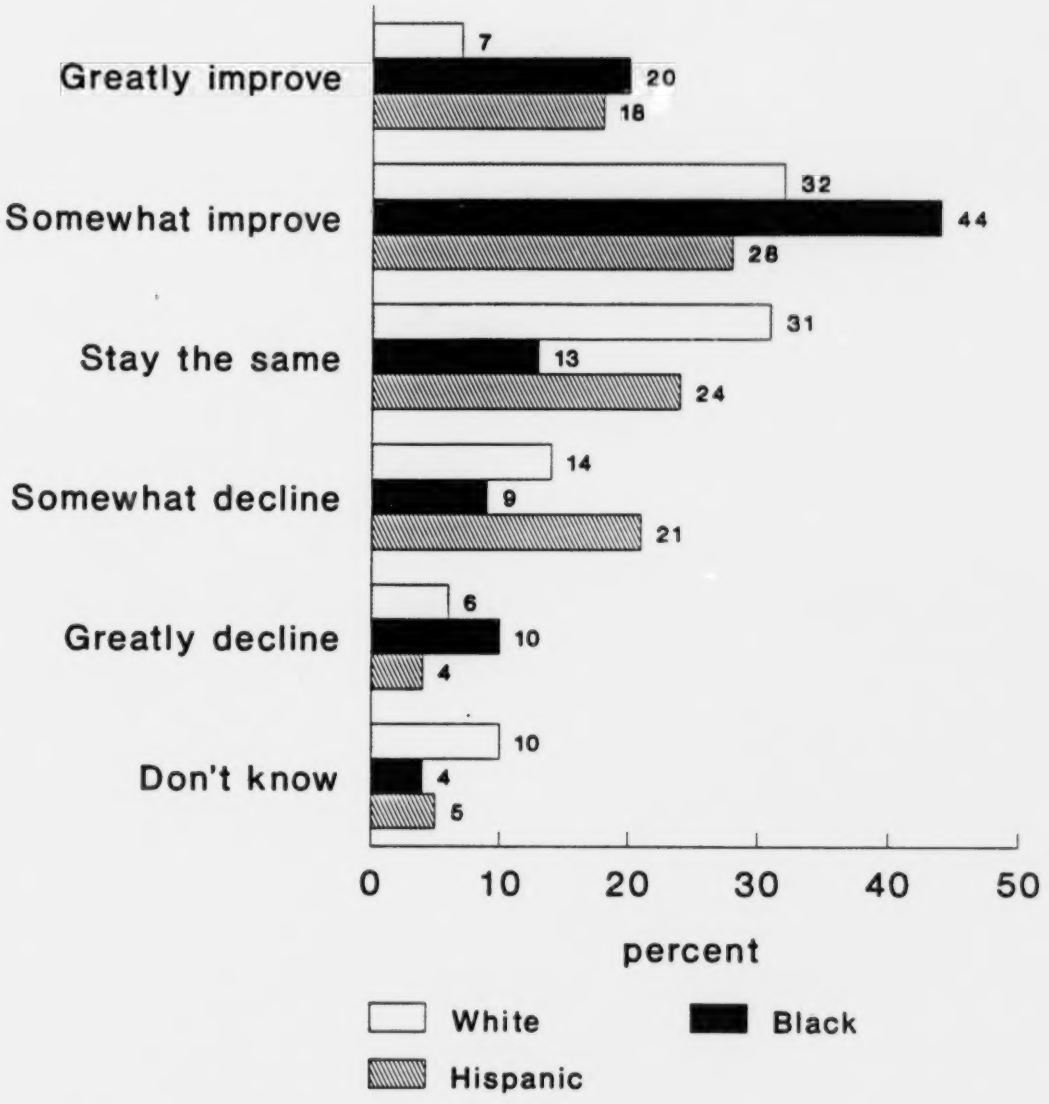
Q.3 What grade would you give the public schools in your area for the quality of education they are providing to their students?

EXPECTATIONS FOR PUBLIC SCHOOLS IN NEXT FIVE YEARS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Improve	42%	42%	41%
Greatly	9	9	9
Somewhat	33	34	32
Stay the same	28	30	28
Decline	21	23	20
Somewhat	14	16	13
Greatly	7	7	7
Don't know	9	4	11

Q.4 What do you think will happen to the public schools in your area in the next five years? Do you think their quality will...

EXPECTATIONS FOR PUBLIC SCHOOLS IN NEXT FIVE YEARS



Base: Total respondents. Q.4

EXPECTATIONS FOR PUBLIC SCHOOLS IN NEXT FIVE YEARS

	Reference Child's Grade			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Improve	42%	47%	49%	29%
Greatly	8	4	16	8
Somewhat	34	43	33	21
Stay the same	37	30	24	25
Decline	18	21	23	35
Somewhat	13	15	17	21
Greatly	5	6	6	14
Don't know	3	2	4	10

	Hours Involved In Child's Formal Education		
	0-3	4-9	10+
Base: Parents with 1+ child in grades K-12	(292)	(333)	(181)
Improve	36%	41%	54%
Greatly	5	6	19
Somewhat	31	36	34
Stay the same	28	33	29
Decline	28	23	15
Somewhat	18	18	12
Greatly	11	6	4
Don't know	8	2	2

Q.4 What do you think will happen to the public schools in your area in the next five years? Do you think their quality will...

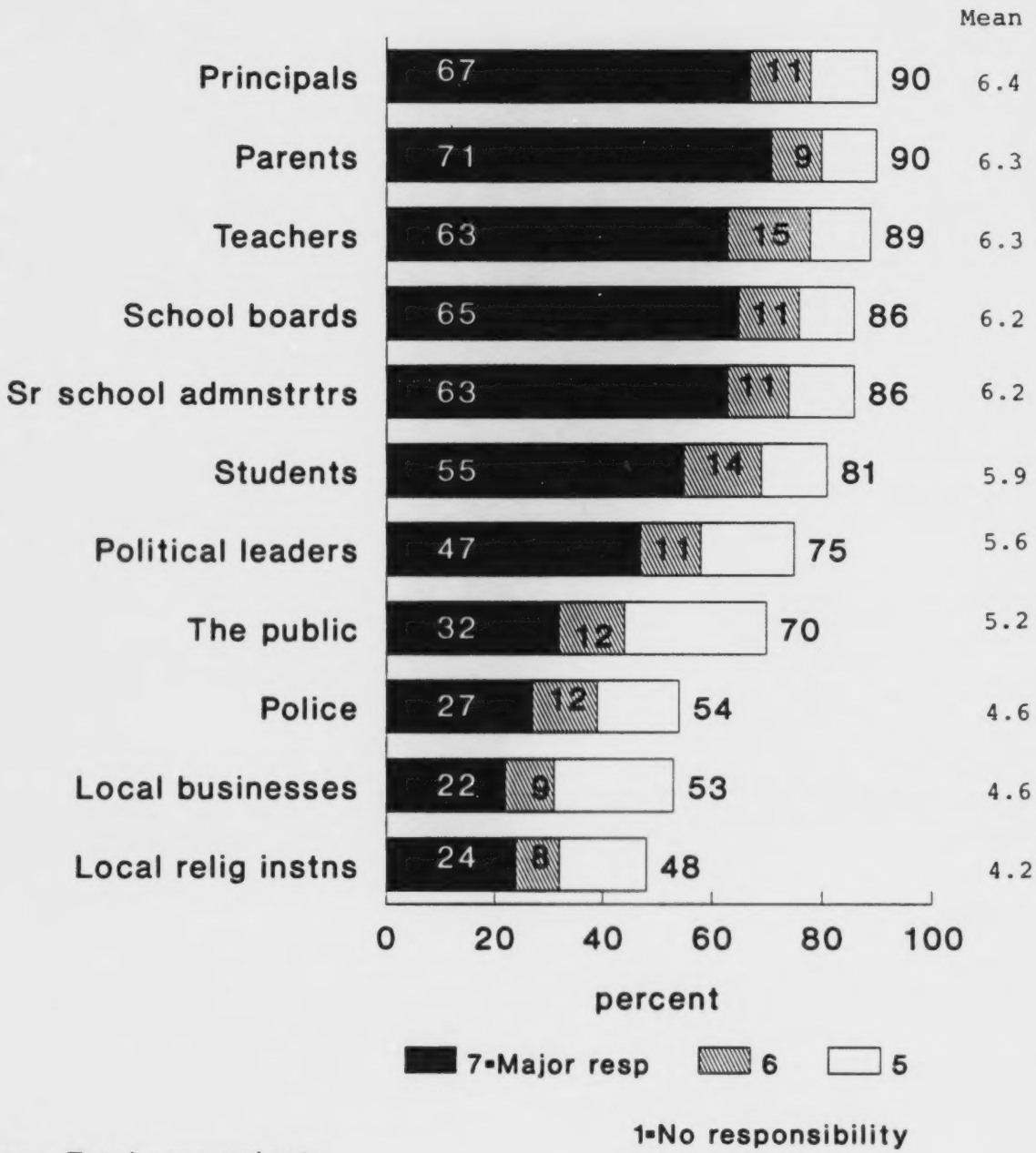
ACTIONS BY SCHOOL TO HELP PARENTS

	(Base: Parents with 1+ child in Grades K-12	School Made Parents Feel Comfortable	School Encouraged Parent Visiting	School Helped Parent Involvement At Home	School Encouraged Parent Volunteerism
Total	(806)	90%	82	75	67
Race/Ethnicity:					
White	(389)	89%	81	73	66
Black	(201)	94%	84	80	72
Hispanic	(205)	96%	84	83	70
Reference Child's Grade:					
K-3	(302)	98%	92	87	74
4-6	(198)	92%	86	81	75
7-9	(160)	87%	76	66	63
10-12	(146)	76%	62	50	48
Hours Per Week Involved in Child's Formal Education:					
0-3	(292)	86%	72	64	56
4-9	(333)	95%	88	80	79
10+	(181)	89%	87	81	65
Age:					
18-34	(289)	93%	87	83	65
35-44	(365)	90%	78	70	69
45+	(143)	82%	83	66	63
Involved In Parent Group:					
Total	(463)	96%	87	80	81
PTA	(334)	95%	84	76	77
None	(343)	84%	77	69	51

Q.15 Do you feel [NAME]'s school...

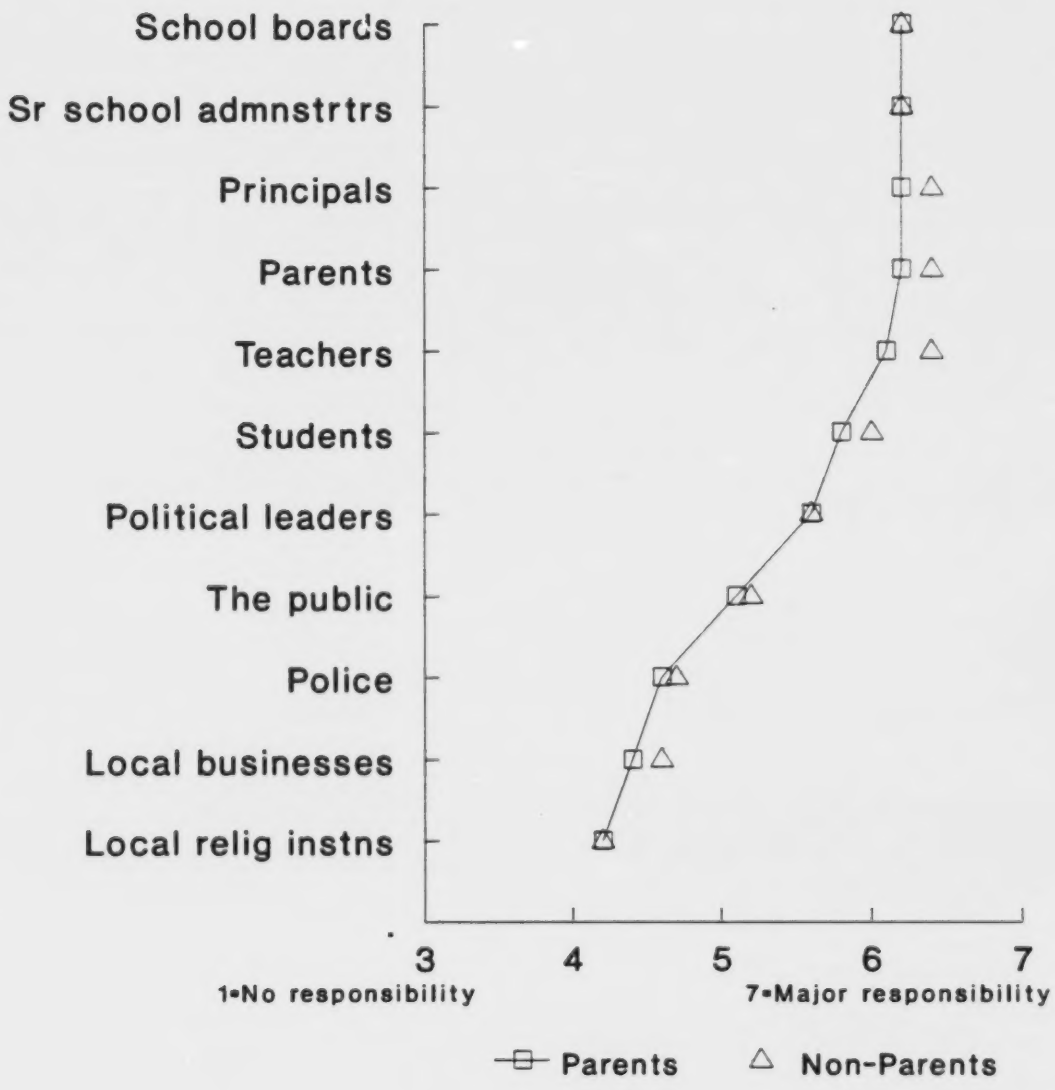
a. Made you feel comfortable visiting the school?
b. Encouraged you to visit the school?
c. Helped you become invoved at home with [NAME]'s education?
d. Encouraged you to become involved at school as a volunteer

RESPONSIBILITY FOR IMPROVING SCHOOLS



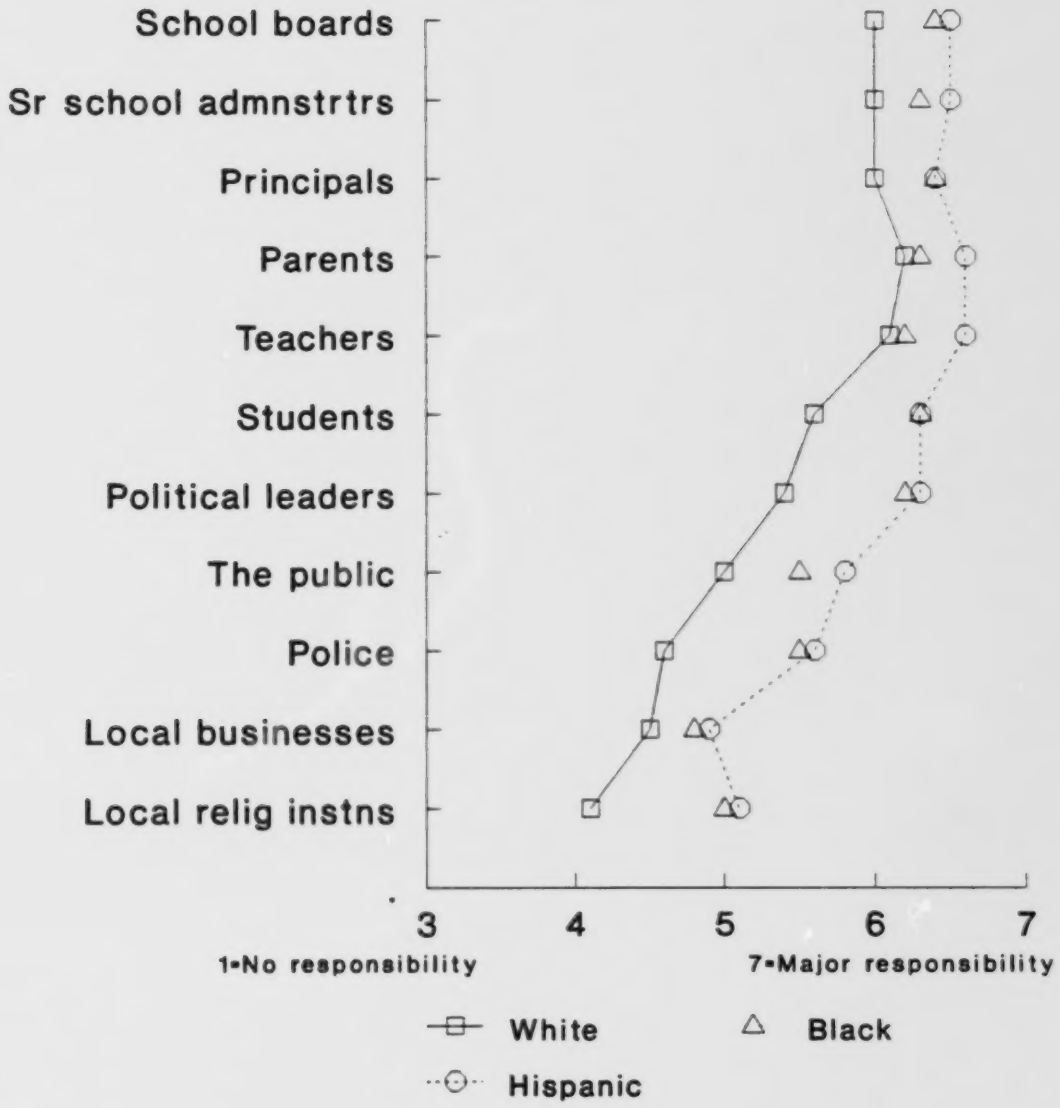
Base: Total respondents.
n=1148, Q.7

RESPONSIBILITY FOR IMPROVING SCHOOLS -by- PARENTAL STATUS



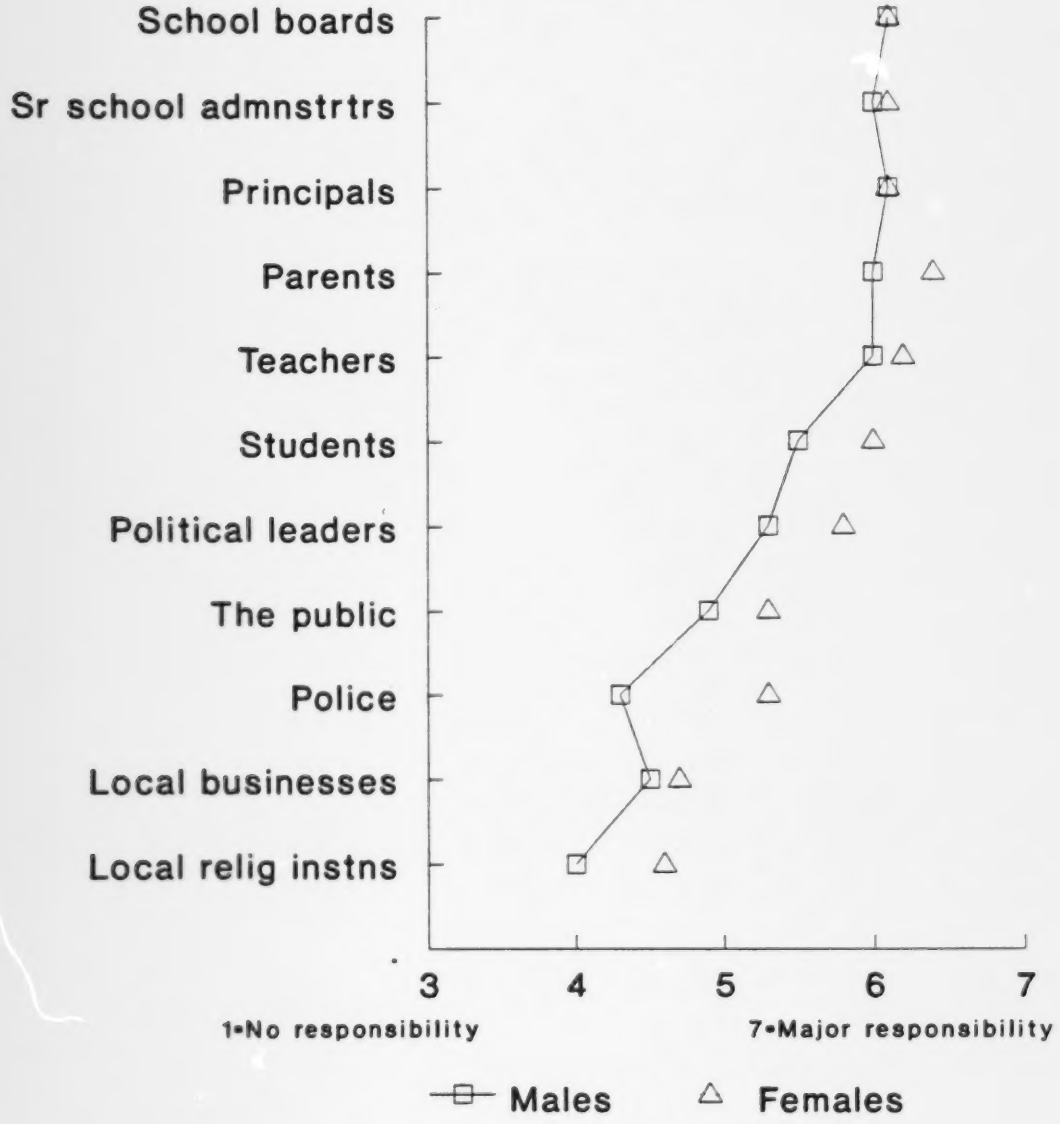
Parents with 1+ child in grades K-12 (n=806)
Non-Parents (n=342) Q.7

RESPONSIBILITY FOR IMPROVING SCHOOLS -by- RACE/ETHNICITY



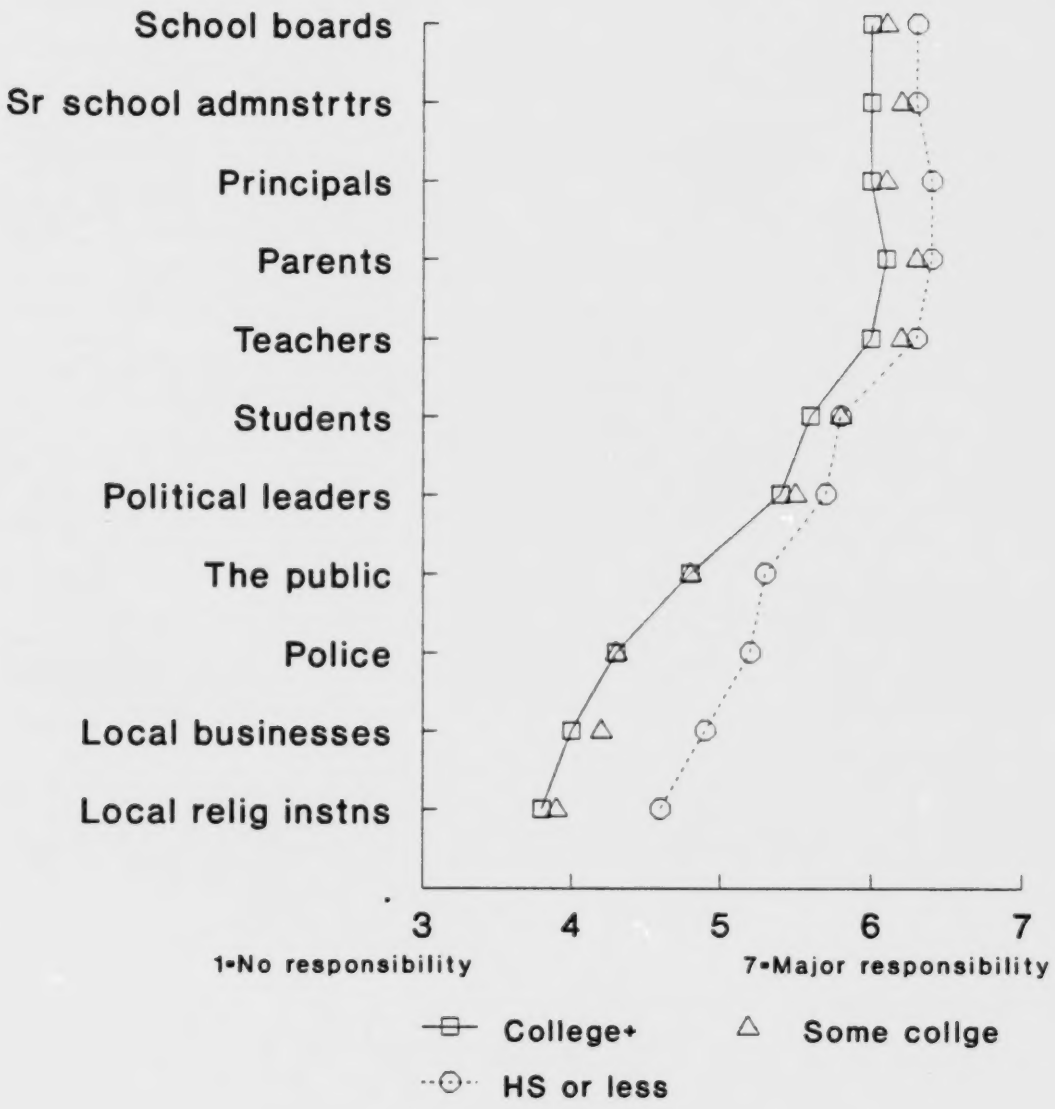
Base: Parents with 1+ child in grades K-12. Q.7

RESPONSIBILITY FOR IMPROVING SCHOOLS -by- SEX



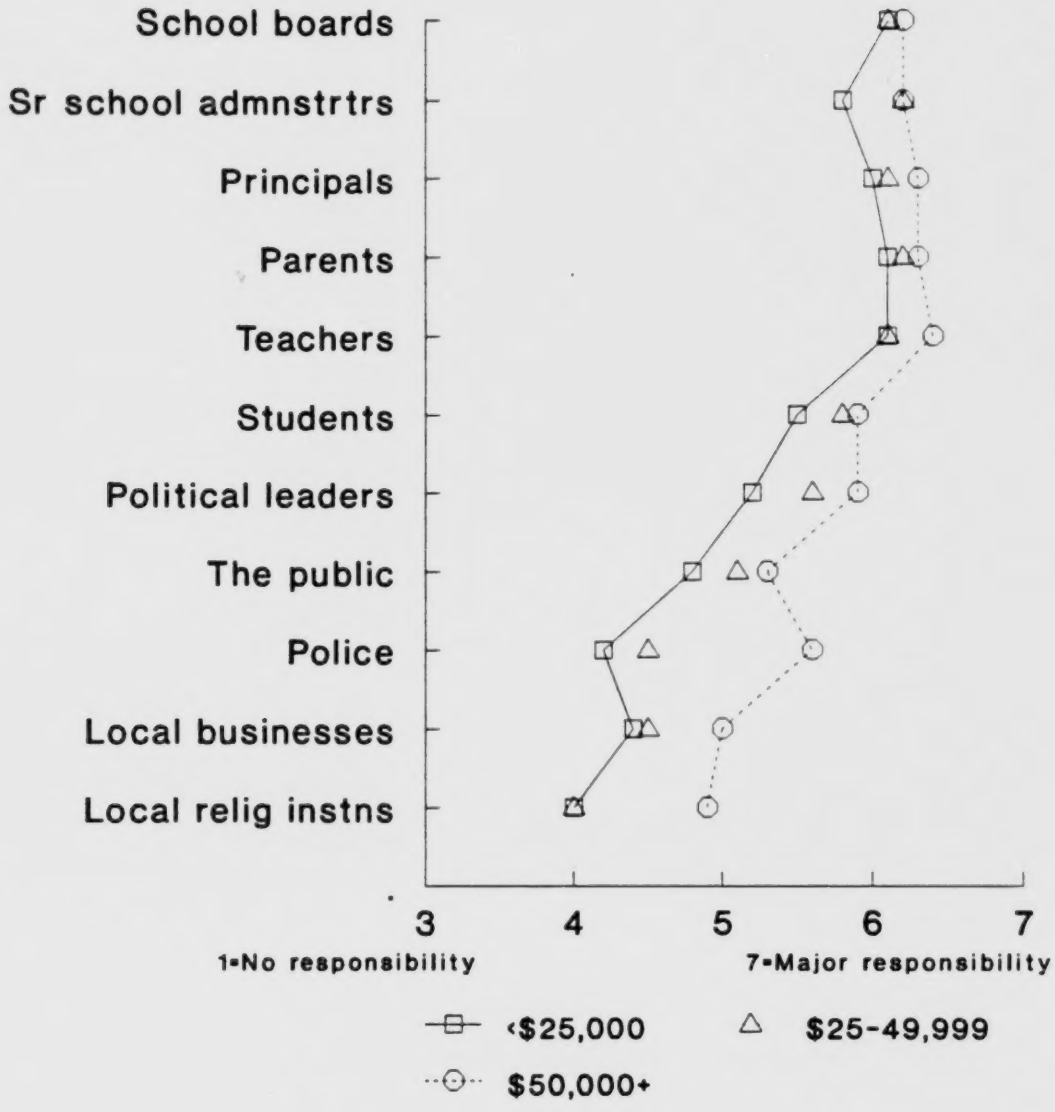
Base: Parents with 1+ child in grades K-12. Q.7

RESPONSIBILITY FOR IMPROVING SCHOOLS -by- EDUCATION



Base: Parents with 1+ child in grades K-12. Q.7

RESPONSIBILITY FOR IMPROVING SCHOOLS -by- HOUSEHOLD INCOME



Base: Parents with 1+ child in grades K-12. Q.7

ADEQUACY OF SCHOOL FUNDING

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Yes, funding is adequate	45%	48%	44%
No, funding is not adequate	43	48	41
Don't know	12	4	15

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Yes, funding is adequate	50%	41%	35%

Q.5 Do you feel the funding to support the public schools in your area is adequate?

ADEQUACY OF SCHOOL FUNDING

	Reference Child's Grade			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Yes, funding is adequate	48%	42%	43%	62%

	Parent's Education		
	High School or less	Some College	College Graduate+
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Yes, funding is adequate	52%	45%	37%

	Household Income		
	<$25,000	$25,000-$49,999	$50,000+
Base: Parents with 1+ child in grades K-12	(309)	(324)	(137)
Yes, funding is adequate	41%	52%	50%

Q.5 Do you feel the funding to support the public schools in your area is adequate?

PERCEPTION OF SAFETY AT SCHOOL

	Total	Race/Ethnicity		
		White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Extremely/Very safe	58%	61%	43%	44%
Extremely safe	22	23	19	15
Very safe	36	38	24	29
Somewhat safe	36	34	49	38
Not Very/Not at all safe	6	4	7	16
Not very safe	3	2	5	9
Not at all safe	2	2	2	7

Q.24 In general, do you feel the school (NAME) attends is..?

PERCEPTION OF SAFETY AT SCHOOL

	Parent's Education		
	High School or Less	Some College	College Graduate+
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Extremely/Very safe	56%	56%	70%
Extremely safe	22	18	28
Very safe	34	38	41
Somewhat safe	37	39	26
Not very safe	3	4	4
Not at all safe	3	1	*

	Household Income		
	<$25,000	$25,000 - $49,999	$50,000+
Base: Parents with 1+ child in grades K-12	(309)	(324)	(137)
Extremely/very safe	51%	62%	62%
Extremely safe	18	25	24
Very safe	33	37	38
Somewhat safe	41	33	32
Not very safe	5	2	3
Not at all safe	3	2	*

Q.24 In general, do you feel the school (NAME) attends is...?

PERCEPTION OF SAFETY AT SCHOOL

	Reference Child's Grade			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Extremely/very safe	67%	68%	44%	40%
Extremely safe	33	23	17	6
Very safe	35	45	27	34
Somewhat safe	30	29	40	52
Not very safe	1	1	9	6
Not at all safe	*	1	7	2

	School Location				
		Urban			
	Total	Inner City	Sub-urban	Small Town	Rural
Base: Parents with 1+ child in grades K-12	(358)	(234)	(165)	(183)	(85)
Extremely/Very safe	47%	40%	70%	60%	66%
Extremely safe	21	17	23	22	26
Very safe	26	22	47	38	41
Somewhat safe	42	46	28	36	30
Not very safe	7	9	*	2	3
Not at all safe	4	4	1	2	*

Q.24 In general, do you feel the school (NAME) attends is...?

* Less than 0.6%

PERCEPTION OF SAFETY AT SCHOOL

	Parent Group Membership		
	Involved In Group		Not
	Total	PTA	Involved
Base: Parents with 1+ child in grades K-12	(463)	(334)	(343)
Extremely/very safe	63%	64%	51%
Extremely safe	25	23	18
Very safe	38	41	33
Somewhat safe	32	30	40
Not very safe	2	3	4
Not at all safe	2	3	2

	Way Respondent Feels		
	Very Stressed	Mildly Stressed	Very Relaxed
Base: Parents with 1+ child in grades K-12	(131)	(470)	(196)
Extremely/very safe	50%	58%	61%
Extremely safe	24	21	23
Very safe	26	37	38
Somewhat safe	41	36	32
Not very safe	6	2	4
Not at all safe	2	3	*

Q.24 In general, do you feel the school your child attends is...?

* Less than 0.6%

SCHOOL LOCATION

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Inner city school	20%	12%	55%	43%
Another urban school, but not in the inner city	13	12	12	21
Suburban school	19	21	10	14
Small town school	30	34	15	11
Rural school	16	18	7	6
Don't know	2	3	1	4

Q.23 In terms of its location, which one of the following phrases best describes the kind of school (NAME) attends. Would you say it is...

SCHOOL LOCATION

	Household Income		
	<$25,000	$25,000 - $49,999	$50,000+
Base: Parents with 1+ child in grades K-12	(309)	(324)	(137)
Inner city school	25%	19%	12%
An urban school, but no in the inner city	11	15	10
Suburban school	12	19	30
Small town school	39	31	16
Rural school	12	12	28

	Parent's Education		
	High School or Less	Some College	College Graduate+
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Inner city school	21%	19%	13%
An inner city school, but not in the inner city	9	18	19
Suburban school	14	24	32
Small town school	34	26	24
Rural school	18	13	10

Q.23 In terms of its location, which one of the following phrases best describes the kind of school (NAME) attends. Would you say it is...

SCHOOL LOCATION

	Way Respondent Feels		
	Very Stressed	Mildly Stressed	Very Relaxed
Base: Parents with 1+ child in grades K-12	(131)	(470)	(196)
Inner city school	36%	15%	20%
An urban school, but no in the inner city	10	11	19
Suburban school	7	21	20
Small town school	31	33	23
Rural school	15	16	14

	Children In Grades K-12		
	1	2	3+
Base: Parents with 1+ child in grades K-12	(369)	(234)	(153)
Inner city school	18%	15%	37%
Another urban school	11	17	11
Suburban school	20	21	11
Small town school	30	33	26
Rural school	18	14	12

Q.23 In terms of its location, which one of the following phrases best describes the kind of school (NAME) attends. Would you say it is...

SCHOOL LOCATION

	County Size			
	A	B	C	D
Base: Parents with 1+ child in grades K-12	(323)	(245)	(110)	(113)
Inner city school	31%	20%	17%	8%
An urban school, but not in the inner city	17	14	10	10
Suburban school	33	23	7	2
Small town school	10	29	49	53
Rural school	9	14	18	27

Q.23 In terms of its location, which one of the following phrases best describes the kind of school (NAME) attends. Would you say it is...

II. CHILDREN AND SCHOOLS

CHILDREN IN GRADES K-12

		(Base: Total Respondents)	Yes
Total		(1148)	33%
Race/Ethnicity	White	(562)	32%
	Black	(282)	35%
	Hispanic	(284)	35%
Age	18-34	(427)	39%
	35-44	(410)	81%
	45+	(294)	8%
Household Income	<$30,000	(591)	30%
	$30,000 - $49,999	(300)	42%
	$50,000+	(189)	43%
Sex	Male	(508)	33%
	Female	(640)	33%

First, I'd like to ask you some questions about education.

Q.1 Do you have any children who attend school in any grade between kindergarten and 12th?

NUMBER OF CHILDREN ATTENDING SCHOOL IN GRADES K-12

	Total	Race/Ethnicity		
		White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
One	50%	51%	50%	38%
Two	35	35	30	34
Three	11	10	13	18
Four	3	2	5	8
Five or more	2	2	3	2
Mean	1.7	1.7	1.8	2.0
Standard error	.1	.1	.2	.2
Median	2	1	2	2

Q.11 How many children do you have attending school between kindergarten and 12th grade?

GRADES CHILDREN ATTEND

	Reference Child for Survey	Total Children in Household #			
			Parent's Age		
		Total	<35	35-44	45+
Base: Parents with 1+ child in grades K-12	(806)	(806)	(289)	(365)	(43)
Kindergarten - 3rd grade	35%	58%	87%	40%	30%
Kindergarten	12	17	28	11	7
1st	8	14	22	10	9
2nd	7	13	18	9	10
3rd	8	14	20	10	5
4th - 6th grades	26	44	46	45	32
4th	10	14	14	16	11
5th	7	16	18	15	10
6th	10	14	14	15	11
7th - 9th grades	20	36	21	46	47
7th	6	13	6	19	11
8th	8	12	8	13	24
9th	6	11	6	14	12
10th - 12th grades	19	30	6	45	54
10th	5	11	4	16	17
11th	6	8	1	12	17
12th	7	11	2	17	20

Percentages for these four columns sum to over 100% because in most households with children there is more than one child (average = 1.7).

Q.12 (Going from youngest to oldest) In which grade(s) is/are your child(ren) enrolled?

TYPE OF SCHOOL CHILD ATTENDS

		Race/Ethnicity		
	Total	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Public	89%	88%	91%	91%
Parochial	4	4	4	5
Private	7	7	5	5

	Reference Child's Grade			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Public	82%	90%	91%	97%
Parochial	7	4	2	2
Private	10	5	7	2

	Education		
	High School or Less	Some College	College Graduate+
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Public	94%	84%	78%
Parochial	2	8	6
Private	4	8	16

	Household Income		
	<$25,000	$25,000 - $49,999	$50,000+
Base: Parents with 1+ child in grades K-12	(309)	(324)	(137)
Public	92%	88%	83%
Parochial	4	5	3
Private	3	6	14

Q.21 What type of school does [NAME] attend? Is it...

CHILD'S PERFORMANCE LEVEL AT SCHOOL

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Above average	63%	65%	54%	57%
Greatly above	22	22	20	23
Somewhat above	41	42	35	34
Average	32	30	44	36
Somewhat below average	4	4	1	5
Greatly below average	1	1	1	2

	Education High School or Less	Some College	College Graduate
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Above average	57%	70%	76%
Greatly above	20	21	32
Somewhat above	37	48	44
Average	37	27	18
Below average	6	3	6

Q.27 At what level is [NAME] performing in school? Would you say...

CHILD'S PERFORMANCE LEVEL AT SCHOOL

	Reference Child's Grade			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Above average	60%	77%	50%	63%
Greatly above	21	30	14	22
Somewhat above	39	47	35	42
Average	34	20	44	33
Below average	6	4	6	4

	Household Income		
	<$25,000	$25,000 - $49,999	$50,000+
Base: Parents with 1+ child in grades K-12	(302)	(324)	(137)
Above average	57%	63%	76%
Greatly above	21	24	20
Somewhat above	36	39	56
Average	37	32	21
Below average	6	5	3

Q.27 At what level is [NAME] performing in school? Would you say...

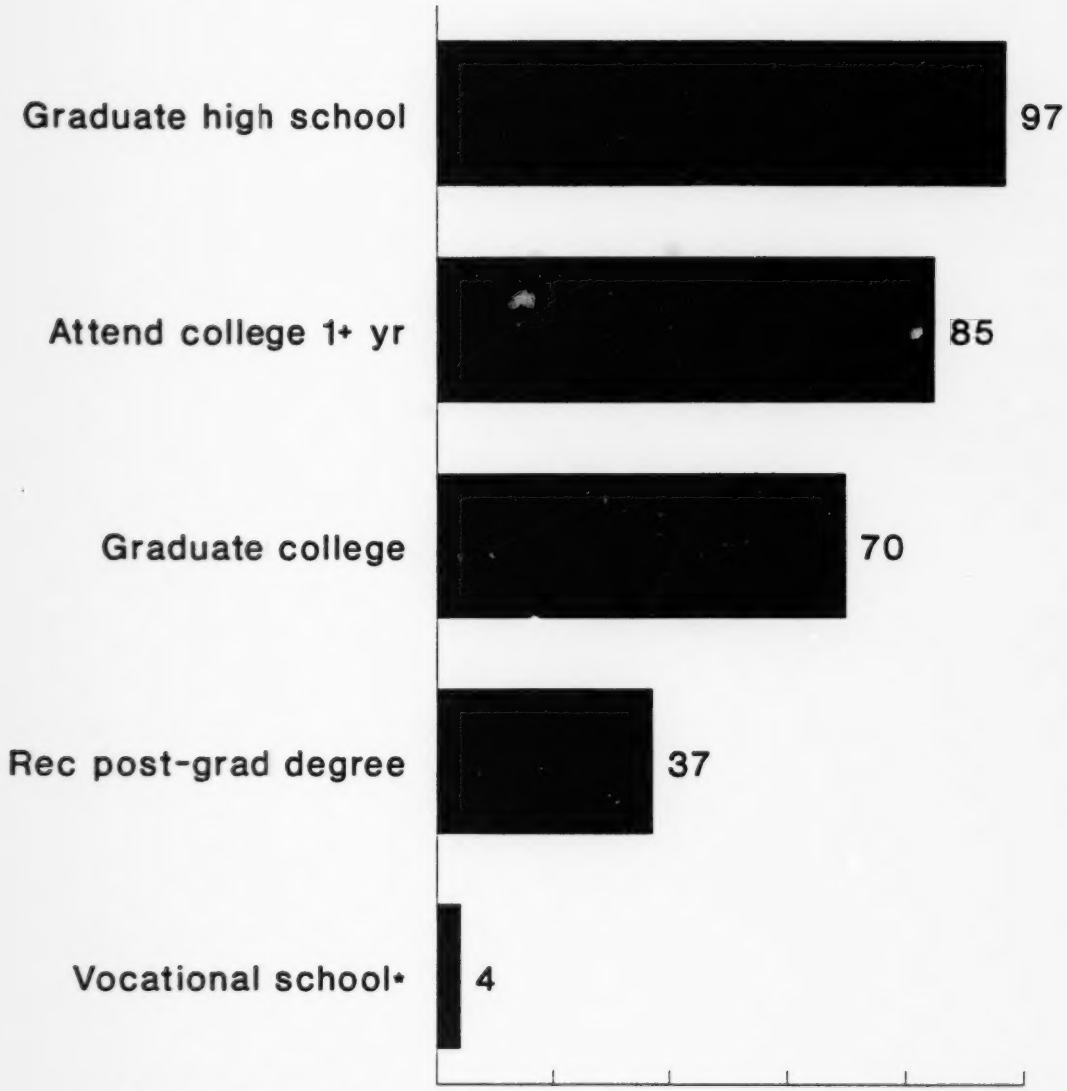
CHILD'S PERFORMANCE LEVEL AT SCHOOL

	Way Respondent Feels		
	Very Stressed	Mildly Stressed	Very Relaxed
Base: Parents with 1+ child in grades K-12	(131)	(470)	(196)
Above average	44%	68%	62%
Greatly above	15	24	22
Somewhat above	30	44	40
Average	43	28	35
Below average	12	4	2

	School Location				
		Urban			
	Total	Inner City	Sub-urban	Small Town	Rural
Base: Parents with 1+ child in grades K-12	(358)	(234)	(165)	(183)	(85)
Above average	53%	50%	73%	67%	62%
Greatly above	19	18	26	27	19
Somewhat above	35	31	48	40	44
Average	44	48	21	27	30
Below average	2	3	6	6	7

Q.27 At what level is [NAME] performing in school? Would you say...

CHILD'S FUTURE EDUCATION



*Asked of parents who do not expect child to attend college

Parents with 1+ child in grades K-12. n=806. Q.22

CHILD'S FUTURE EDUCATION
- by- RACE/ETHNICITY

	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Graduate from high school	97%	100%	95%
Attend college for at least a year or two	85	87	87
Graduate from a four year college	70	78	67
Receive an advanced degree, such as a masters or doctorate	34	53	50
Attend a vocational school or career training institute after high school (asked of parents who do not expect child to attend college)	4	2	1

Q.22 Now I would like you to think about (NAME'S) future education. Do you think (NAME) will...

CHILD'S FUTURE EDUCATION
-by- PARENT'S EDUCATION

	High School or less	Some College	College Graduate +
Base: Parents with 1+ child in grades K-12	(309)	(324)	(137)
Graduate from high school	96%	98%	96%
Attend a college for at least a year or two	80	90	96
Graduate from a four year college	64	73	89
Receive an advanced degree, such as a masters or doctorate	34	38	48
Attend a vocational school or career training institute after high school? (asked of parents who do not expect child to attend college)	5	4	--

Q.22 Now I would like you to think about (NAME'S) future education. Do you think (NAME) will...

CHILD'S FUTURE EDUCATION
-by- HOUSEHOLD INCOME

	≤$25,000	$25,000 $49,999	$50,000+
Base: Parents with 1+ child in grades K-12	(309)	(324)	(137)
Graduate from high school	95%	98%	96%
Attend a college for at least a year or two	81	83	95
Graduate from a four year college	60	70	86
Receive an advanced degree, such as a masters or doctorate	39	34	43
Attend a vocational school or career training institute after high school (asked of parents who do not expect child to attend college)	4	5	*

Q.22 Now I would like you to think about (NAME'S) future education. Do you think (NAME) will...

* Less than 0.6%

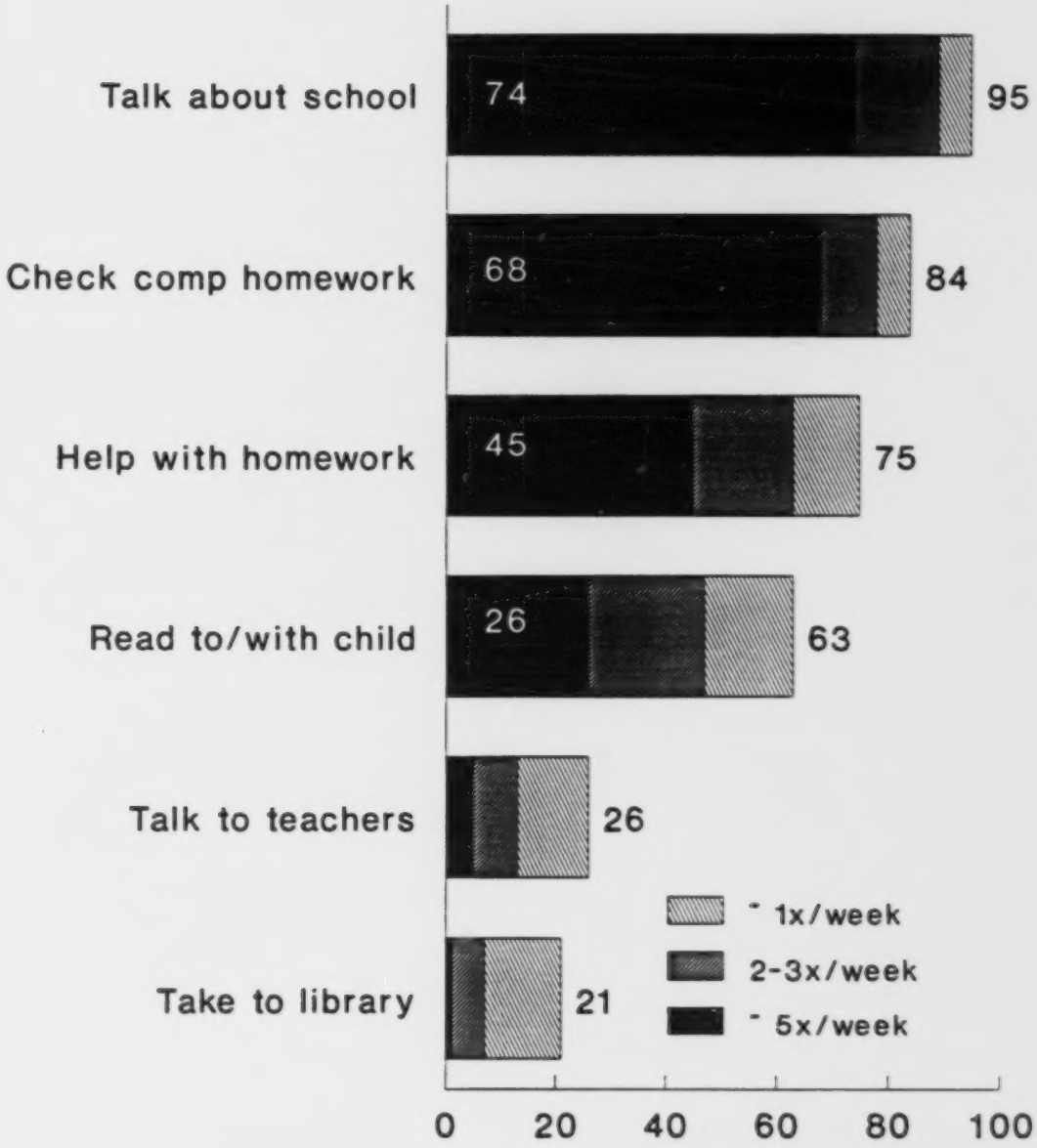
CHILD'S FUTURE EDUCATION
-by- PARENT GROUP MEMBERSHIP

	Involved In Group		Not
	Total	PTA	Involved
Base: Parents with 1+ child in grades K-12	(463)	(334)	(343)
Graduate from high school	99%	98%	95%
Attend a college for at least a year or two	90	94	79
Graduate from a four year college	77	84	62
Receive an advanced degree, such as masters or doctorate	40	45	34
Attend a vocational school or career training institute after high school (asked of parents who do not expect child to attend college)	3	1	5

Q.22 Now I would like you to think about (NAME'S) future education. Do you think (NAME) will...

III. PARENTAL INVOLVEMENT IN CHILDREN'S EDUCATION AND SCHOOLS

PARENTAL INVOLVEMENT



Base: Parents with 1+ child in grades K-12. n=806. Q.14a-f

PARENTAL INVOLVEMENT
-by- RACE/ETHNICITY

	(Mentions of Nearly Every School Day) White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Talk to child about school topic	77%	68%	60%
Check child completes homework	68	66	75
Help with homework	43	48	52
Read to/with child	26	23	29
Talk to one of child's teachers	6	4	4
Take child to library	1	1	3

	(Mentions of About Once a Week or More Often) White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Talk to child about school topic	96%	91%	94%
Check child completes homework	84	84	91
Help with homework	75	75	82
Read to/with child	64	62	68
Talk to one of child's teachers	27	24	30
Take child to library	22	24	21

Q.14a-f Now I'd like to ask you how frequently you do several activities.

PARENTAL INVOLVEMENT
-by- REFERENCE CHILD'S GRADE

	(Mentions of Nearly Every School Day)			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Talk to child about school topic	79%	79%	72%	61%
Check child completes homework	76	81	71	32
Help with homework	66	50	36	7
Read to/with child	47	26	9	6
Talk to one of child's teachers	10	2	6	--
Talk child to library	1	3	1	*

	(Mentions of About Once a Week Or More Often)			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Talk to child about school topic	99%	98%	89%	90%
Read to/with child	95	59	45	32
Check child completes homework	86	97	85	64
Help with homework	85	92	71	39
Talk to one of child's teachers	35	20	31	15
Take child to library	27	20	21	11

Q.14a-f Now I'd like to ask you how frequently you do several activities.

PARENTAL INVOLVEMENT
-by- PARENT'S EDUCATION

	(Mentions of Nearly Every School Day)		
	High School or Less	Some College	College Graduate +
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Talk to child about school topic	73%	74%	79%
Check child completes homework	66	72	70
Help with homework	43	50	41
Read to/with child	19	33	42
Talk to one of child's teachers	4	5	10
Take child to library	*	3	3

	(Mentions of About Once a Week or More Often)		
	High School or Less	Some College	College Graduate+
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Talk to child about school topic	95%	95%	97%
Check child completes homework	84	88	81
Help with homework	71	84	79
Read to/with child	61	65	74
Talk to one of child's teachers	26	25	30
Take child to library	20	22	26

Q.14a-f Now I'd like to ask you how frequently you do several activities.

PARENTAL INVOLVEMENT
-by- PARENT'S SEX

	At Least Once/Week		Nearly Every School Day	
	Male	Female	Male	Female
Base: Parents with 1+ child in grades K-12	(354)	(452)	(354)	(452)
Talk to child about school topic	93%	97%	68%	80%
Check child completes homework	86	83	67	69
Help with homework	78	74	46	44
Read to/with child	67	61	26	27
Talk to one of child's teachers	25	28	6	4
Take child to library	20	22	2	1

Q.14a-f Now I'd like to ask you how frequently you do several activities. How frequently do you...

* Less than 0.6%

PARENTAL INVOLVEMENT
-by- PARENT GROUP MEMBERSHIP

	At Least Once/Week			Nearly Every School Day		
	Involved in Group			Involved in Group		
	Total+	PTA	Not Involved	Total+	PTA	Not Involved
Base: Parents with 1+ child in grades K-12	(463)	(334)	(343)	(463)	(334)	(343)
Talk to child about school topic	97%	97%	92%	79%	80%	69%
Check child completes homework	90	92	78	74	75	62
Help with homework	83	80	68	47	47	42
Read to/with child	64	66	63	28	33	24
Talk to one of child's teachers	31	33	22	7	8	3
Take child to library	24	28	17	2	2	1

Q.14a-f Now I'd like to ask you how frequently you do several activities.

\+ Total includes membership in PTA, PTO, booster club or another parent group.

* Less than 0.6%

HOURS PER WEEK INVOLVED IN CHILD'S FORMAL EDUCATION

			Children In Grade K-12		
		Total	1	2	3+
Base:	Parents with 1+ child in grades K-12	(806)	(369)	(284)	(153)
	0 hours	5%	5%	4%	7%
	1-4	39	31	43	52
	5-9	32	35	29	31
	10-14	15	18	17	4
	15-19	4	4	4	4
	20+	5	8	4	2
	Mean	6.3	7.0	6.0	4.7
	Standard error	.3	.5	.5	.7
	Median	5	5	5	3

			Race/Ethnicity	
		White	Black	Hispanic
Base:	Parents with 1+ child in grades K-12	(389)	(201)	(205)
	Mean	6.2	6.7	6.6
	Standard error	.4	1.1	1.2
	Median	5	5	5

			Education	
		High School or Less	Some College	College Graduate+
Base:	Parents with 1+ child in grades K-12	(330)	(270)	(174)
	Mean	6.4	6.6	5.4
	Standard error	.4	.7	.7
	Median	5	5	5

Q.17 How many hours do you spend in a typical week directly involved in (NAME'S) formal education, such as discussing school activities and helping with homework?

HOURS PER WEEK INVOLVED IN CHILD'S FORMAL EDUCATION

		Reference Child's Grade			
		K-3	4-6	7-9	10-12
Base:	Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
	Mean	7.2	6.7	6.0	4.5
	Standard error	.5	.6	.7	.9
	Median	6	5	5	2

		Household Income		
		< $25,000	$25,000 - $49,999	$50,000+
Base:	Parents with 1+ child in grades K-12	(309)	(324)	(137)
	Mean	7.5	5.9	5.4
	Standard error	.6	.5	.6
	Median	5	5	5

		Sex	
		Male	Female
Base:	Parents with 1+ child in grades K-12	(354)	(452)
	Mean	5.9	6.6
	Standard error	.4	.4
	Median	5	5

Q.17 How many hours do you spend in a typical week directly involved in (NAME'S) formal education, such as discussing school activities and helping with homework?

HOURS PER WEEK INVOLVED IN CHILD'S FORMAL EDUCATION

	School Location				
		Urban			
	Total	Inner City	Sub-urban	Town	Rural
Base: Parents with 1+ child in grades K-12	(358)	(234)	(165)	(183)	(85)
Median	7.0	6.7	6.2	5.8	6.4
Standard error	.7	.9	.6	.5	.8
Median	5	5	5	5	5

	Children In Grades K-12		
	1	2	3+
Base: Parents with 1+ child in grades K-12	(369)	(284)	(153)
Mean	7.0	6.0	4.7
Standard error	.5	.5	.7
Median	5	5	3

Q.17 How many hours do you spend in a typical week directly involved in (NAME'S) formal education, such as discussing school activities and helping with homework?

ADEQUACY OF TIME SPENT ON CHILD'S FORMAL EDUCATION

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
More than enough	8%	8%	8%	7%
About the right amount	50	53	38	41
Not enough	40	38	52	50

	Reference Child's Grade K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
More than enough	8%	9%	3%	12%
About the right amount	54	50	43	51
Not enough	39	37	53	35

	Household Income <$25,000	$25,000 - $49,999	$50,000+
Base: Parents with 1+ child in grades K-12	(309)	(324)	(137)
More than enough	7%	9%	6%
About the right amount	41	52	61
Not enough	48	39	33

Q.18 Do you feel the amount of time you spend on [NAME]'s formal education is...

ADEQUACY OF TIME SPENT ON CHILD'S FORMAL EDUCATION

		Sex	
		Male	Female
Base:	Parents with 1+ child in grades K-12	(354)	(452)
	More than enough	6%	9%
	About the right amount	48	52
	Not enough	45	36

		Education		
		High School or Less	Some College	College Graduate+
Base:	Parents with 1+ child in grades K-12	(330)	(270)	(174)
	More than enough	9%	4%	9%
	About the right amount	47	54	57
	Not enough	42	41	34

		Hours Per Week Involved In Child's Formal Education		
		0-3	4-9	10+
Base:	Parents with 1+ child in grades K-12	(292)	(333)	(181)
	More than enough	10%	6%	8%
	About the right amount	44	57	50
	Not enough	45	37	38

Q.18 Do you feel the amount of time you spend on [NAME]'s formal education is...

ADEQUACY OF TIME SPENT ON CHILD'S FORMAL EDUCATION

		Way Respondent Feels		
		Very Stressed	Mildly Stressed	Very Relaxed
Base:	Parents with 1+ child in grades K-12	(131)	(470)	(196)
	More than enough	10%	7%	9%
	About the right amount	31	50	61
	Not enough	59	41	29

		School Location				
			Urban			
		Total	Inner City	Sub-urban	Town	Rural
Base:	Parents with 1+ child in grades K-12	(358)	(234)	(165)	(183)	(85)
	More than enough	5%	6%	10%	4%	11%
	About the right amount	49	44	65	44	52
	Not enough	46	49	24	52	31

Q.18 Do you feel the amount of time you spend on [NAME]'s formal education is...

HOURS PER WEEK INVOLVED IN CHILD'S INFORMAL EDUCATION

	Total	Reference Child's Grade K-3	4-6	7-8	10-12
Base: Parents with 1+ child in grades K-12	(806)	(302)	(198)	(160)	(146)
0 hours	12%	6%	10%	14%	23%
1-4	29	27	30	26	36
5-9	22	23	24	22	18
10-14	16	23	18	10	7
15-19	9	8	8	15	4
20+	12	12	10	13	12
Mean	7.6	8.4	7.6	8.1	5.8
Standard error	.4	.6	.7	.9	.9
Median	6	7	7	7	3

	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Mean	7.8	7.4	6.7
Standard error	.4	1.2	1.1
Median	6	5	5

	Hours Involved In Child's Formal Education 0-3	4-9	10+
Base: Parents with 1+ child in grades K-12	(292)	(333)	(181)
Mean	4.7	8.1	11.3
Standard error	.5	.6	.8
Median	3	6	10

Q.19 How many hours do you spend in a typical week involved in [NAME]'s informal education? By informal education, I mean all the non-school related activities you did with [NAME] in which you tried to teach him/her new ideas and skills.

HOURS PER WEEK INVOLVED IN CHILD'S FORMAL AND INFORMAL EDUCATION

		Race/Ethnicity		
	Total	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
0 hours	3%	3%	4%	1%
1-4	14	15	10	14
5-9	24	23	28	25
10-14	19	19	16	20
15-19	13	13	10	16
20-24	10	10	13	14
25+	17	18	20	10
Mean	14.0	14.1	14.2	13.4
Standard error	.6	.7	1.8	1.8
Median	11	11	10	12

	Parent's Age		
	18-34	35-44	45+
Base: Parents with 1+ child in grades K-12	(289)	(365)	(143)
Mean	16.1	12.6	12.9
Standard error	1.0	.8	1.9
Median	15	10	10

	Reference Child's Grade			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Mean	15.6	14.4	14.2	10.3
Standard error	.9	1.1	1.4	1.5
Median	12	13	12	7

Q17. How many hours do you spend in a typical week directly involved in [NAME]'s formal education, such as discussing school activities and helping with homework?

Q19. How many hours do you spend in a typical week involved in [NAME]'s informal education? By informal education, I mean all the non-school related activities you did with [NAME] in which you tried to teach him/her new ideas and skills.

ABILITY TO HELP CHILD IN MATH

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Top 2 boxes, (6-7)	58%	57%	65%	64%
7 = Enormously	40	37	51	47
6	18	19	14	17
5	19	20	15	16
4	10	9	13	9
3	4	4	4	4
2	6	7	1	2
1 = Not at all	4	4	1	5
Mean	5.5	5.4	5.9	5.7
Standard error	.1	.1	.2	.3
Median	6	6	7	6

Q.28 Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects: Math

ABILITY TO HELP CHILD IN MATH

		(Base)	Enormously = 7	6-7	5-6-7	Mean	S.E.
Total		(806)	40%	58	77	5.5	.1
Age:	18-34	(289)	51%	68	86	5.8	.1
	35-44	(365)	32%	53	72	5.3	.1
	45+	(143)	30%	47	68	5.0	.3
Sex:	Male	(354)	43%	62	81	5.7	.1
	Female	(452)	37%	55	74	5.3	.1
Education:							
High school or less		(330)	36%	54	73	5.3	.1
Some college		(270)	49%	67	85	5.8	.2
College graduate+		(174)	37%	60	78	5.5	.2
Reference child's grade:							
	K-3	(302)	57%	74	91	6.2	.1
	4-6	(198)	35%	59	82	5.6	.2
	7-9	(160)	37%	58	72	5.3	.2
	10-12	(146)	15%	28	47	4.3	.2
Hours/Week Involved In Child's Formal Education:							
	0-3	(292)	28%	42	66	5.0	.2
	4-9	(333)	46%	68	81	5.7	.2
	10+	(181)	48%	66	87	5.9	.2
Way Respondent Feels:							
Very stressed		(131)	45%	64	73	5.6	.3
Mildly stressed		(470)	31%	51	74	5.2	.1
Very Relaxed		(196)	56%	71	86	6.0	.2

Q.28 Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects: Math

ABILITY TO HELP CHILD IN ENGLISH

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Top 2 boxes (6-7)	55%	52%	72%	52%
7 = Enormously	36	33	61	34
6	18	20	10	18
5	22	24	11	22
4	12	13	8	5
3	5	5	6	4
2	1	1	1	2
1 = Not at all	5	5	1	14
Mean	5.4	5.4	6.1	5.1
Standard error	.1	.1	.2	.4
Median	6	6	7	6

Q.28 Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects: English

ABILITY TO HELP CHILD IN ENGLISH

		(Base)	Enormously = 7	6-7	5-6-7	Mean	S.E.
Total		(806)	36%	55	77	5.4	.1
Age:	18-34	(289)	42%	58	81	5.7	.1
	35-44	(365)	32%	51	73	5.3	.1
	45+	(143)	34%	55	78	5.3	.3
Sex:	Male	(354)	28%	49	74	5.2	.1
	Female	(452)	43%	60	79	5.6	.1
Education:							
High school or less		(330)	31%	47	70	5.2	.1
Some college		(270)	38%	60	83	5.7	.2
College graduate+		(174)	54%	76	91	6.1	.2
Reference child's grade:							
	K-3	(302)	52%	70	92	6.1	.1
	4-6	(198)	31%	49	73	5.4	.2
	7-9	(160)	27%	52	71	5.4	.2
	10-12	(146)	24%	36	58	4.5	.3
Hours/Week Involved In Child's Formal Education:							
	0-3	(292)	27%	44	69	5.0	.2
	4-9	(333)	38%	60	81	5.7	.1
	10+	(181)	48%	62	82	5.8	.2
Way Respondent Feels:							
Very stressed		(131)	41%	52	72	5.3	.3
Mildly stressed		(470)	32%	50	75	5.4	.1
Very Relaxed		(196)	42%	67	84	5.7	.2

Q.28 Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects: English

ABILITY TO HELP CHILD IN HISTORY

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Top 2 boxes, (6-7)	53%	51%	73%	49%
7 = Enormously	34	31	57	33
6	19	20	16	16
5	25	26	16	26
4	11	12	2	10
3	5	6	2	5
2	1	1	4	1
1 = Not at all	5	5	2	6
Mean	5.4	5.4	6.0	5.3
Standard error	.1	.1	.3	.3
Median	6	6	7	6

Q.28 Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects: History

ABILITY TO HELP CHILD IN HISTORY

		(Base)	Enormously = 7	6-7	5-6-7	Mean	S.E.
Total		(806)	34%	53	78	5.4	.1
Age:	18-34	(289)	38%	54	80	5.6	.1
	35-44	(365)	31%	52	75	5.3	.1
	45+	(143)	32%	52	81	5.4	.3
Sex:	Male	(354)	35%	53	79	5.5	.1
	Female	(452)	33%	53	77	5.4	.1
Education:							
High school or less		(330)	30%	49	74	5.2	.1
Some college		(270)	34%	51	81	5.6	.2
College graduate+		(174)	47%	70	88	6.0	.2
Reference child's grade:							
	K-3	(302)	44%	58	84	5.8	.1
	4-6	(198)	38%	51	81	5.6	.2
	7-9	(160)	21%	52	74	5.3	.2
	10-12	(146)	23%	46	64	4.7	.3
Hours/Week Involved In Child's Formal Education:							
	0-3	(292)	28%	46	71	5.1	.2
	4-9	(333)	36%	56	83	5.6	.1
	10+	(181)	40%	59	80	5.6	.2
Way Respondent Feels:							
Very stressed		(131)	43%	57	78	5.6	.2
Mildly stressed		(470)	32%	51	77	5.4	.1
Very Relaxed		(196)	33%	54	78	5.4	.2

Q.28 Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects: History

ABILITY TO HELP CHILD IN SCIENCE

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Top 2 boxes (6-7)	44%	41%	60%	46%
7 = Enormously	26	25	38	27
6	17	16	22	19
5	28	29	19	27
4	13	14	8	13
3	6	7	6	2
2	4	4	3	2
1 = Not at all	6	6	4	7
Mean	5.1	5.0	5.6	5.2
Standard error	.1	.1	.3	.3
Median	5	5	6	5

Q.28 Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects: Science

ABILITY TO HELP CHILD IN SCIENCE

		(Base)	Enormously = 7	6-7	5-6-7	Mean	S.E.
Total		(806)	26%	44	71	5.1	.1
Age:	18-34	(289)	32%	46	80	5.4	.1
	35-44	(365)	24%	43	65	4.9	.2
	45+	(143)	17%	40	68	4.9	.3
Sex:	Male	(354)	26%	44	76	5.2	.1
	Female	(452)	26%	43	67	5.0	.1
Education:							
High school or less		(330)	24%	38	65	4.9	.1
Some college		(270)	26%	44	75	5.3	.2
College graduate+		(174)	34%	60	86	5.7	.2
Reference child's grade:							
	K-3	(302)	34%	53	84	5.6	.1
	4-6	(198)	26%	42	79	5.3	.2
	7-9	(160)	23%	44	64	4.9	.2
	10-12	(146)	14%	27	44	4.0	.3
Hours/Week Involved In Child's Formal Education:							
	0-3	(292)	20%	32	62	4.7	.2
	4-9	(333)	25%	48	74	5.2	.2
	10+	(181)	38%	52	81	5.6	.2
Way Respondent Feels:							
Very stressed		(131)	26%	47	73	5.1	.3
Mildly stressed		(470)	23%	40	68	5.0	.1
Very Relaxed		(196)	34%	49	78	5.3	.2

Q.28 Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects: Science

ABILITY TO HELP CHILD IN COMPUTERS

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Top 2 boxes (6-7)	31%	30%	35%	31%
7 = Enormously	22	21	28	23
6	8	9	7	9
5	12	11	14	17
4	8	8	10	8
3	9	10	8	6
2	12	13	7	8
1 = Not at all	27	27	25	28
Mean	3.8	3.8	4.2	4.0
Standard error	.1	.2	.4	.5
Median	4	4	5	5

Q.28 Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects: Computers

ABILITY TO HELP CHILD IN COMPUTERS

		(Base)	Enormously = 7	6-7	5-6-7	Mean	S.E.
Total		(806)	22%	31	43	3.8	.1
Age:	18-34	(289)	28%	34	50	4.2	.2
	35-44	(365)	19%	30	39	3.6	.2
	45+	(143)	16%	22	33	3.2	.4
Sex:	Male	(354)	21%	31	39	3.7	.2
	Female	(452)	23%	31	46	3.9	.2
Education:							
High school or less		(330)	15%	22	32	3.2	.2
Some college		(270)	30%	41	54	4.6	.3
College graduate+		(174)	35%	47	67	4.9	.3
Reference child's grade:							
	K-3	(302)	31%	39	54	4.4	.2
	4-6	(198)	22%	28	40	3.6	.3
	7-9	(160)	14%	26	34	3.6	.3
	10-12	(146)	15%	22	35	3.3	.3
Hours/Week Involved In Child's Formal Education:							
	0-3	(292)	14%	24	36	3.5	.2
	4-9	(333)	25%	36	51	4.1	.2
	10+	(181)	30%	33	41	3.8	.3
Way Respondent Feels:							
Very stressed		(131)	33%	41	52	4.2	.4
Mildly stressed		(470)	18%	25	40	3.6	.2
Very Relaxed		(196)	26%	37	44	4.0	.3

Q.28 Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects: Computers

PRESENCE OF ADULT WHEN CHILD COMES HOME

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Always/most of the time	85%	85%	88%	90%
Always	73	72	69	81
Most of the time	13	13	18	9
About half of the time	5	6	3	2
Occasionally	4	4	8	5
Never	4	4	2	2

	Parent's Age 18-34	35-44	45+
Base: Parents with 1+ child in grades K-12	(289)	(365)	(143)
Always/most of the time	89%	84%	82%
Always	83	67	60
Most of the time	6	17	22
About half of the time	5	5	3
Occasionally	2	7	4
Never	2	3	10

Q.25 When (NAME) comes home from school how often is an adult 18 years of age or older home? Would you say...

PRESENCE OF ADULT WHEN CHILD COMES HOME

	Reference Child's Grade			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Always/most of the time	96%	84%	78%	78%
Always	93	69	57	56
Most of the time	3	16	21	22
About half of the time	1	7	7	7
Occasionally	--	6	10	5
Never	1	2	5	10

	Hours/Week Involved In Child's Formal Education		
	0-3	4-9	10+
Base: Parents with 1+ child in grades K-12	(292)	(333)	(181)
Always/most of the time	80%	88%	91%
Always	63	76	82
Most of the time	18	12	8
About half of the time	4	5	6
Occasionally	9	2	2
Never	6	3	2

Q.25 When (NAME) comes home from school how often is an adult 18 years of age or older home? Would you say...

PARENT'S INFLUENCE ON CHILD'S SCHOOL SUCCESS

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Top 2 boxes (6-7)	56%	52%	72%	68%
7 = Totally influenced	37	32	60	51
6 =	19	20	13	17
5	27	30	12	21
4	11	12	8	4
1-3 (1=Not at all influenced)	6	6	6	6

	Education High School or Less	Some College	College Graduate+
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Top 2 boxes (6-7)	58%	54%	48%
7 = Totally influenced	40	33	30
6	19	21	17
5	23	33	34
4	10	9	15
1-3 (1=Not at all influenced)	8	3	3

Q.26 To what extent do you believe [NAME]'s success in school is influenced by your active involvement in his/her formal education? Please use a 1 to 7 scale in which 1 means [NAME]'s success is "Not at all influenced" by your involvement and 7 means [NAME]'s success is "Totally influenced" by your involvement.

PARENT'S INFLUENCE ON CHILD'S SCHOOL SUCCESS

	Reference Child's Grade			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Top 2 boxes (6-7)	64%	62%	50%	38%
7 = Totally influenced	47	32	32	29
6	16	30	18	9
5	23	30	28	32
4	9	6	13	18
1-3 (1 = Not at all influenced)	4	3	9	12

	Hours/Week Involved In Child's Formal Education		
	0-3	4-9	10+
Base: Parents with 1+ child in grades K-12	(292)	(333)	(181)
Top 2 boxes (6-7)	42%	60%	69%
7 = Totally influenced	27	36	54
6	16	24	16
5	27	29	24
4	19	7	4
1-3 (1 = Not at all influenced)	10	4	3

Q.26 To what extent do you believe [NAME]'s success in school is influenced by your active involvement in his/her formal education? Please use a 1 to 7 scale in which 1 means [NAME]'s success is "Not at all influenced" by your involvement and 7 means [NAME]'s success is "Totally influenced" by your involvement.

PARENT'S INFLUENCE ON CHILD'S SCHOOL SUCCESS

	Parent Group Membership		
	Involved In Group		
	Total	PTA	None
Base: Parents with 1+ child in grades K-12	(463)	(334)	(343)
Top 2 boxes (6-7)	64%	66%	46%
7 = Totally influenced	41	41	32
6	23	25	14
5	26	24	28
4	7	7	15
1-3 (1 = Not at all influenced)	2	2	10

	Way Respondent Feels		
	Very Stressed	Mildly Stressed	Very Relaxed
Base: Parents with 1+ child in grades K-12	(131)	(470)	(196)
Top 2 boxes (6-7)	63%	49%	67%
7 = Totally influenced	52	29	46
6	11	20	21
5	12	33	22
4	14	12	8
1-3 (1 = Not at all influenced)	11	7	2

Q.26 To what extent do you believe [NAME]'s success in school is influenced by your active involvement in his/her formal education? Please use a 1 to 7 scale in which 1 means [NAME]'s success is "Not at all influenced" by your involvement and 7 means [NAME]'s success is "Totally influenced" by your involvement.

MEMBERSHIP IN PARENT GROUPS

	Total	Parent's Education: High School or Less	Some College	College Graduate +
Base: Parents with 1+ child in grades K-12	(806)	(330)	(270)	(174)
PTA (Parent teacher Association)	35%	26%	42%	58%
PTO (Parent Teacher Organization)	22	20	22	31
Booster Club	12	10	11	20
Other parent group	15	14	13	18
Member of 1+ parent group (net)	53	45	58	72

	Reference Child's Grade: K-3	4-6	7-9	10-12
Member of 1+ parent group (net)	47%	60%	51%	56%

	Race/Ethnicity: White	Black	Hispanic
Member of 1+ parent group (net)	52%	62%	48%

	Household Income: < $25,000	$25,000 - $49,999	$50,000
Member of 1+ parent group (net)	38%	54%	74%

	School Location: Urban Total	Urban Inner City	Urban Sub-urban	Town	Rural
Member of 1+ parent group (net)	55%	51%	67%	42%	58%

Q.16 Please tell me if you or any other adult in your household belongs to any of the following groups at (NAME'S) school?

PARENTAL INVOLVEMENT PLANS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Support	93%	95%	92%
Strongly	68	69	67
Moderately	25	26	25
Oppose	4	3	4
Moderately	3	2	3
Strongly	1	1	1
Don't know	3	2	3

Q.8 Some schools now have written parent involvement plans, developed jointly by parents and educators. Such plans discuss how parents and educators will work together to share responsibilities for their children's education and to improve their schools. How would you feel about your local public schools having such plans. Would you...

PARENTAL INVOLVEMENT PLANS

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Support	96%	91%	95%
Strongly	69	71	70
Moderately	27	20	25
Oppose	2	9	4
Moderately	2	1	2
Strongly	*	8	2
Don't know	2	--	1

	Parent's Education		
	High School or Less	Some College	College Graduate +
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Support	95%	98%	93%
Strongly	68	71	72
Moderately	27	27	21
Oppose	3	2	6
Moderately	1	1	5
Strongly	2	1	1
Don't know	2	--	1

* Less than 0.6%

Q.8 Some schools now have written parent involvement plans, developed jointly by parents and educators. Such plans discuss how parents and educators will work together to share responsibilities for their children's education and to improve their schools. How you feel about your local public schools having such plans. Would you...

PARENTAL INVOLVEMENT PLANS

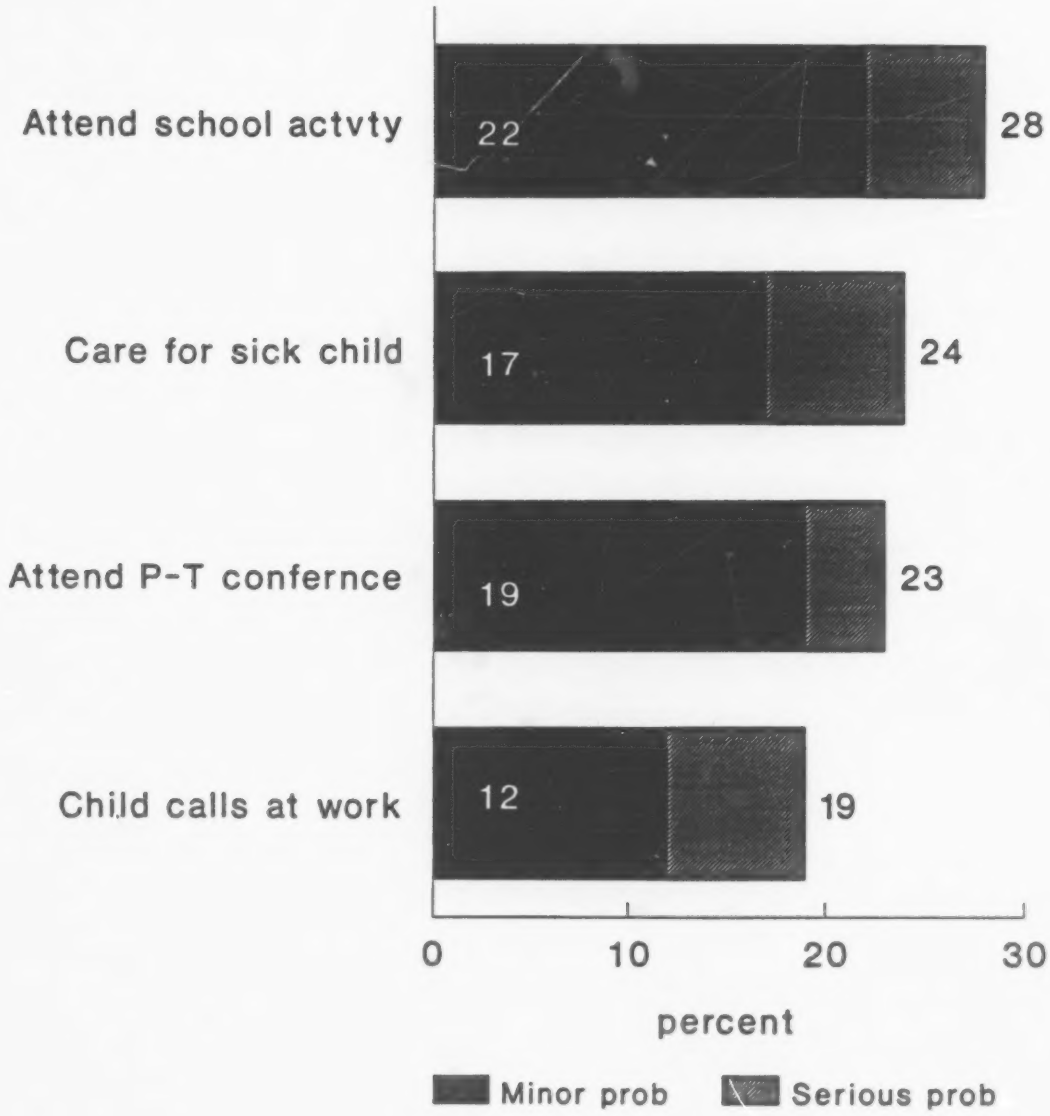
	Parent Group Membership		
		Involved In Group	Not
	Total	PTA	Involved
Base: Parents with 1+ child in grades K-12	(463)	(334)	(343)
Support	95%	94%	95%
Strongly	77	77	60
Moderately	19	17	35
Oppose	4	6	2
Moderately	2	3	1
Strongly	2	2	1
Don't know	*	--	3

	Hours/Week Involved In Child's Formal Education		
	0-3	4-9	10+
Base: Parents with 1+ child in grades K-12	(292)	(333)	(181)
Support	92%	97%	97%
Strongly	59	74	78
Moderately	34	24	20
Oppose	4	2	3
Moderately	3	2	*
Strongly	2	*	2
Don't know	3	1	--

* Less than 0.6%

Q.8 Some schools now have written parent involvement plans, developed jointly by parents and educators. Such plans discuss how parents and educators will work together to share responsibilities for their children's education and to improve their schools. How would you feel about your local public schools having such plans. Would you...

EMPLOYED PARENTS' PROBLEMS



Base: Parents with 1+ child in grades K-12 and employed full or part-time. n=620. Q.33

EMPLOYED PARENTS' PROBLEMS

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12 who are employed full/part-time	(311)	(157)	(143)
Taking time off from work to attend a school activity			
Serious/minor problems	29%	22%	27%
Serious	6	9	7
Minor	23	13	20
Taking time off from work to care for sick child			
Serious/minor problem	22%	34%	28%
Serious	5	17	9
Minor	17	17	18

Q.33 [EMPLOYED PARENTS ONLY:] To what degree are the following problems in your life? Would you say _____ is a serious problem, a minor problem, or not a problem at all?

a. Taking time off from work to care for your sick child?...

b. Taking time off from work to attend a school activity, such as an awards ceremony or a special program?...

c. Taking telephone calls from [NAME] at work?...

d. Taking time off from work to attend a parent-teacher conference?...

EMPLOYED PARENTS' PROBLEMS

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12 who are employed full/part-time	(311)	(376)	(143)
Taking time off from work to attend a parent-teacher conference			
Serious/minor problem	41%	32%	15%
Serious	10	14	3
Minor	19	24	18
Taking telephone calls from child at work			
Serious/minor problem	40%	23%	17%
Serious	9	9	5
Minor	31	16	12

Q.33 [EMPLOYED PARENTS ONLY:] To what degree are the following problems in your life? Would you say _____ is a serious problem, a minor problem, or not a problem at all?

a. Taking time off from work to care for your sick child?...

b. Taking time off from work to attend a school activity, such as an awards ceremony or a special program?...

c. Taking telephone calls from [NAME] at work?...

d. Taking time off from work to attend a parent-teacher conference?...

EMPLOYED PARENTS' PROBLEMS

	Way Respondent Feels		
	Very Stressed	Mildly Stressed	Very Relaxed
Base: Parents with 1+ child in grades K-12 who are employed full/part-time	(88)	(376)	(151)
Taking time off from work to attend a school activity			
Serious/minor problem	41%	32%	15%
Serious	10	7	3
Minor	31	24	12
Taking time off from work to care for sick child			
Serious/minor problem	40%	23%	17%
Serious	9	7	5
Minor	31	16	12

33. [EMPLOYED PARENTS ONLY:] To what degree are the following problems in your life? Would you say _____ is a serious problem, a minor problem, or not a problem at all?

a. Taking time off from work to care for your sick child?...

b. Taking time off from work to attend a school activity, such as an awards ceremony or a special program?...

c. Taking telephone calls from [NAME] at work?...

d. Taking time off from work to attend a parent-teacher conference?...

EMPLOYED PARENTS' PROBLEMS

	Way Respondent Feels		
	Very Stressed	Mildly Stressed	Very Relaxed
Base: Parents with 1+ child in grades K-12 who are employed full/part-time	(88)	(376)	(151)
Taking time off from work to attend a parent-teacher conference			
Serious/minor problem	39%	20%	21%
Serious	14	2	5
Minor	25	18	16
Taking telephone calls from child at work			
Serious/minor problem	18%	20%	16%
Serious	4	8	7
Minor	14	13	9

33. [EMPLOYED PARENTS ONLY:] To what degree are the following problems in your life? Would you say _____ is a serious problem, a minor problem, or not a problem at all?

a. Taking time off from work to care for your sick child?...

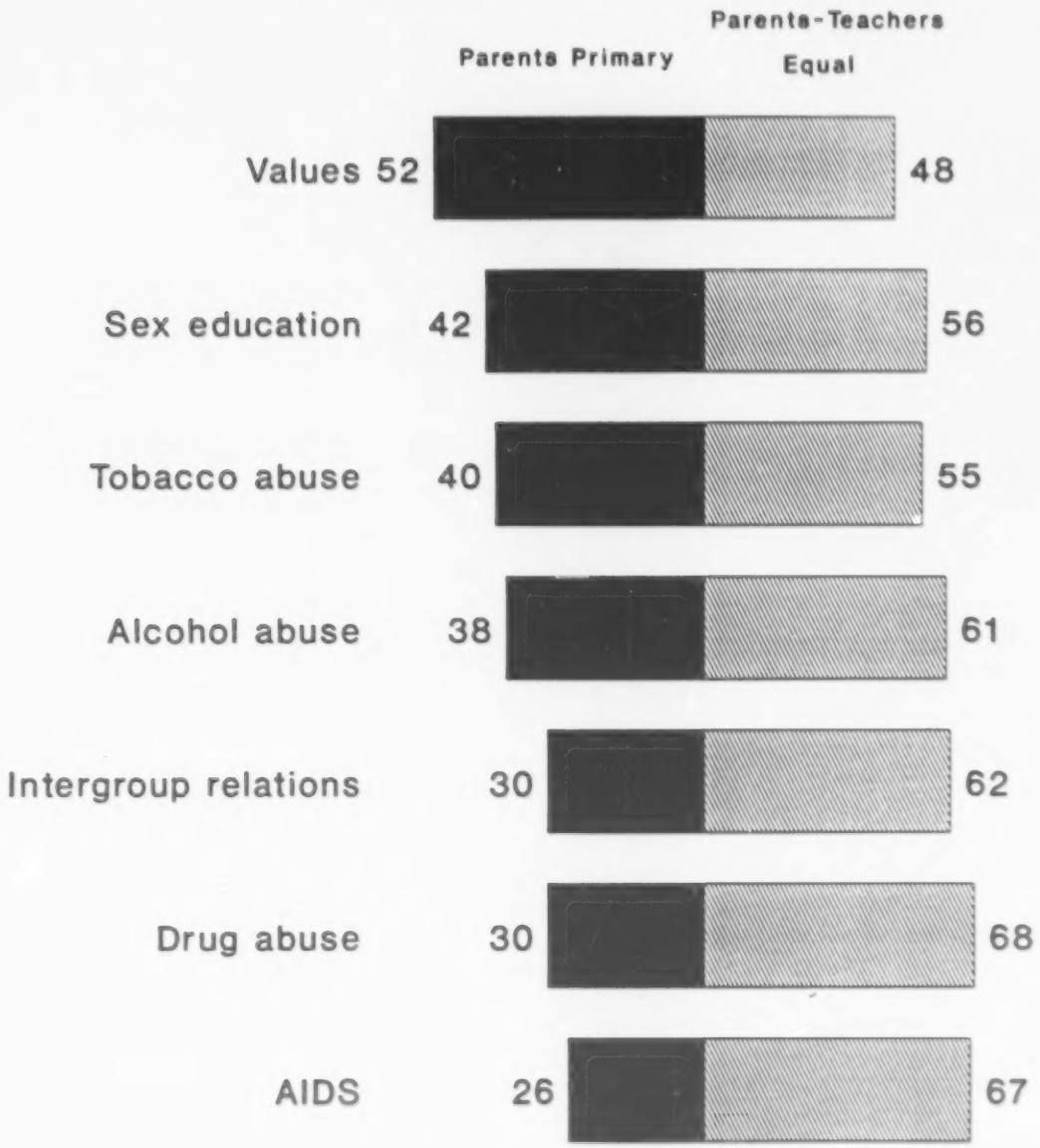
b. Taking time off from work to attend a school activity, such as an awards ceremony or a special program?...

c. Taking telephone calls from [NAME] at work?...

d. Taking time off from work to attend a parent-teacher conference?...

IV. ATTITUDES ABOUT EDUCATIONAL ISSUES

PRIMARY RESPONSIBILITY FOR TEACHING CHILDREN



Note: Only 4% or less of the parents indicate teachers should have primary responsibility for teaching children about each of the topics listed above.

Base: Total respondents.
n= 1148. Q.10

PRIMARY RESPONSIBILITY FOR TEACHING CHILDREN
- PERCENT MENTIONING "PARENTS" -

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Values	52%	55%	50%
Sex education	42	39	44
Tobacco abuse	40	41	40
Alcohol abuse	38	34	39
Intergroup relations	30	31	30
Drug abuse	30	32	29
AIDS	26	28	25

Q.10 Please tell me who you feel should have the primary responsibility for teaching children [INSERT TOPIC]? Should parents have the primary responsibility, should teachers, or should the responsibility be shared equally?

PRIMARY RESPONSIBILITY FOR TEACHING CHILDREN
- PERCENT MENTIONING "PARENTS" -

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Values	57%	50%	52%
Tobacco abuse	41	43	48
Sex education	38	35	48
Alcohol abuse	33	34	48
Intergroup relations	31	31	31
Drug abuse	31	32	34
AIDS	28	26	28

Q.10 Please tell me who you feel should have the primary responsibility for teaching children [INSERT TOPIC]? Should parents have the primary responsibility, should teachers, or should the responsibility be shared equally?

PRIMARY RESPONSIBILITY FOR TEACHING CHILDREN
- PERCENT MENTIONING "PARENTS" -

	Parents' Sex	
	Male	Female
Base: Parents with 1+ child in grades K-12	(354)	(452)
Values	64%	48%
Tobacco abuse	51	33
Sex education	47	32
Alcohol abuse	45	26
Intergroup relations	33	29
Drug abuse	44	21
AIDS	34	22

Q.10 Please tell me who you feel should have the primary responsibility for teaching children [INSERT TOPIC]? Should parents have the primary responsibility, should teachers, or should the responsibility be shared equally?

PRIMARY RESPONSIBILITY FOR TEACHING CHILDREN
- PERCENT MENTIONING "PARENTS" -

	Parents' Education		
	High School or less	Some College	College Graduate +
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Values	50%	65%	61%
Tobacco abuse	44	41	35
Sex education	38	39	44
Alcohol abuse	35	34	34
Intergroup relations	30	34	32
Drug abuse	32	30	34
AIDS	28	25	34

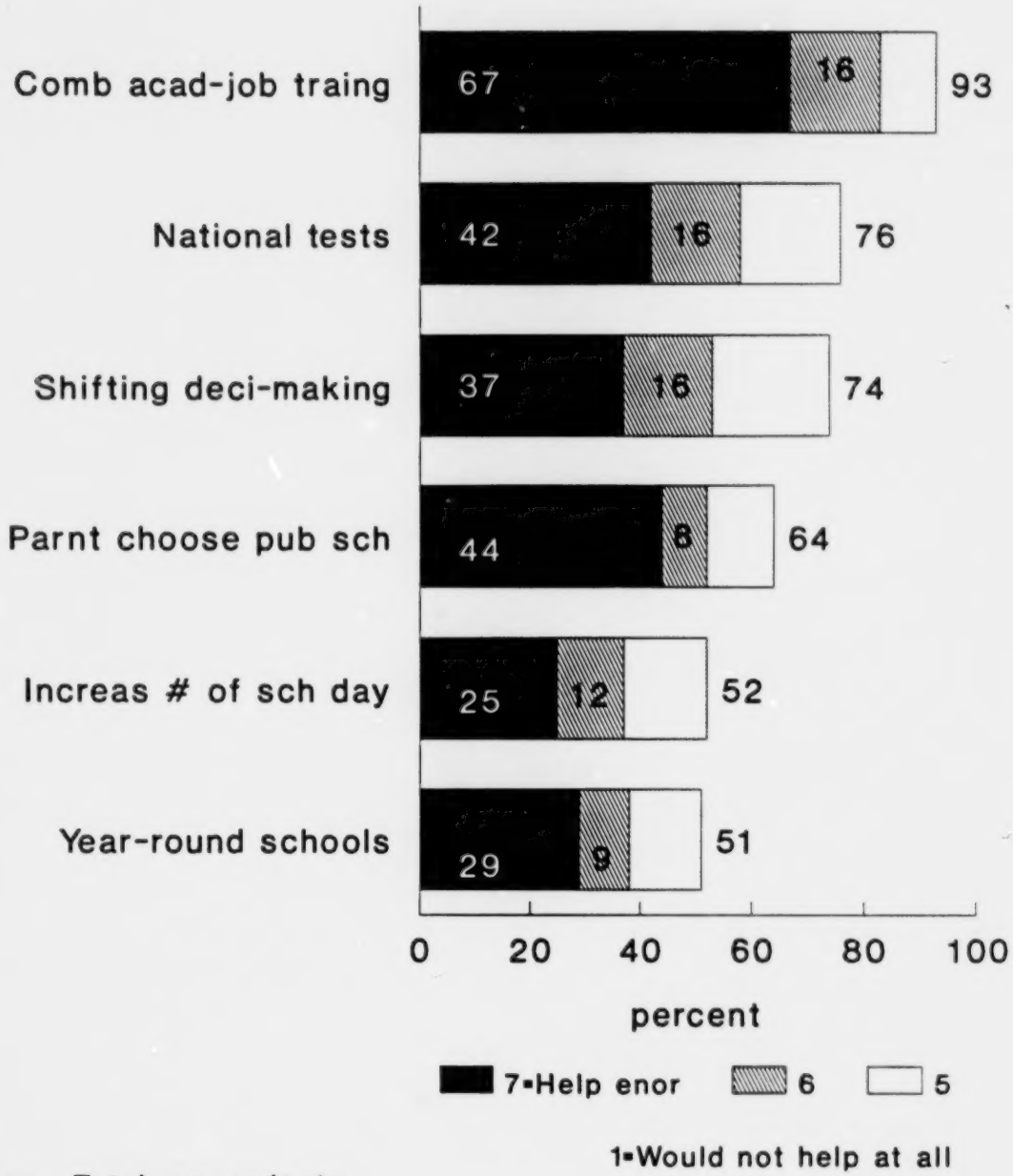
Q.10 Please tell me who you feel should have the primary responsibility for teaching children [INSERT TOPIC]? Should parents have the primary responsibility, should teachers, or should the responsibility be shared equally?

PRIMARY RESPONSIBILITY FOR TEACHING CHILDREN
- PERCENT MENTIONING "PARENTS" -

	Household Income		
	<$25,000	$25,000-$49,999	$50,000+
Base: Parents with 1+ child in grades K-12	(309)	(324)	(137)
Values	42%	59%	70%
Tobacco abuse	36	42	49
Sex education	31	38	53
Alcohol abuse	27	33	49
Intergroup relations	28	28	47
Drug abuse	27	29	44
AIDS	23	26	38

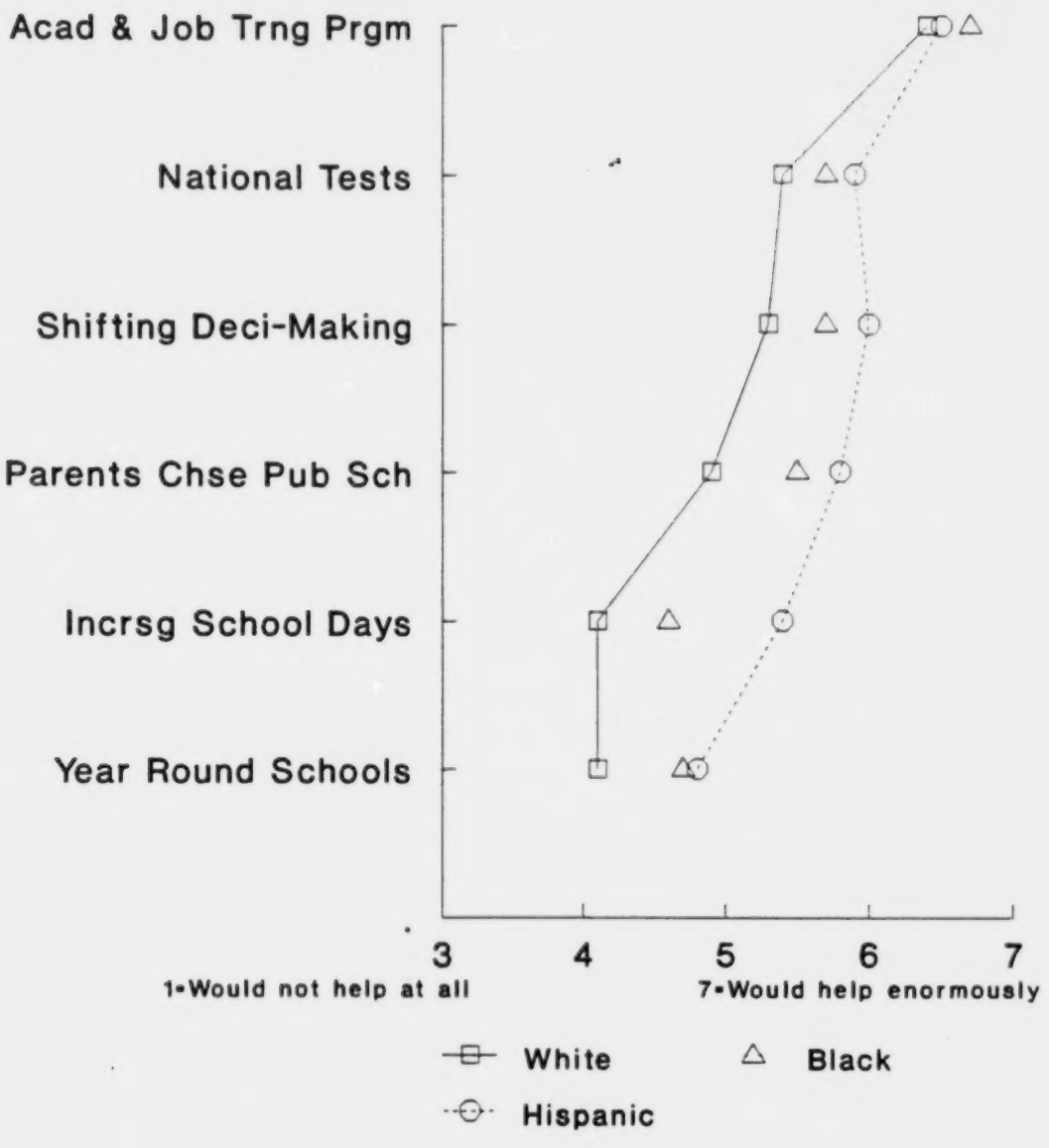
Q.10 Please tell me who you feel should have the primary responsibility for teaching children [INSERT TOPIC]? Should parents have the primary responsibility, should teachers, or should the responsibility be shared equally?

PROPOSALS FOR IMPROVING EDUCATION



Base: Total respondents.
n=1148, Q.9

PROPOSALS FOR IMPROVING EDUCATION
-by- RACE/ETHNICITY



Base: Total respondents. Q.9

PROPOSALS FOR IMPROVING EDUCATION: YEAR ROUND SCHOOLS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Top 2 Scores (6-7)	38%	32%	40%
7 = Would help enormously	29	24	31
6	9	7	9
5	13	15	12
4	6	7	6
3	9	8	9
2	6	5	6
1 = Would not help at all	24	32	20
Don't know/Refused	5	1	6

Q.9 As I read the following list of several new ideas, please tell me the extent you think each would help to improve the educational system in your area. Use a scale from 1 to 7, in which "1" means you think the idea "Would Not Help At All" to improve the educational system and "7" means you think it "Would Help Enormously."

a. Year round schools in which the 3 month summer break would be replaced by several short vacations, each a few weeks in length.

PROPOSALS FOR IMPROVING EDUCATION: SHIFTING DECISION MAKING FROM CENTRAL BOARD TO INDIVIDUAL SCHOOLS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Top 2 Scores (6-7)	53%	57%	52%
7 = Would help enormously	37	39	36
6	16	18	15
5	21	21	21
4	10	9	10
3	5	4	6
2	2	2	1
1 = Would not help at all	5	5	5
Don't know/Refused	4	2	5

Q.9 As I read the following list of several new ideas, please tell me the extent you think each would help to improve the educational system in your area. Use a scale from 1 to 7, in which "1" means you think the idea "Would Not Help At All" to improve the educational system and "7" means you think it "Would Help Enormously."

b. Shifting major decisions in schools from a central board to individual schools governed by a committee of principals, teachers, parents, and community representatives.

PROPOSALS FOR IMPROVING EDUCATION: COMBINED ACADEMIC AND ON-THE-JOB TRAINING FOR NON-COLLEGE BOUND STUDENTS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Top 2 Scores (6-7)	84%	85%	83%
7 = Would help enormously	67	71	66
6	16	14	18
5	10	9	10
4	2	2	2
3	1	*	2
2	*	1	*
1 = Would not help at all	1	2	*
Don't know/Refused	2	1	2

Q.9 As I read the following list of several new ideas, please tell me the extent you think each would help to improve the educational system in your area. Use a scale from 1 to 7, in which "1" means you think the idea "Would Not Help At All" to improve the educational system and "7" means you think it "Would Help Enormously."

c. Offering a program that combines academics and on-the-job training for high school students who do not go to college.

* Less than 0.6%

PROPOSALS FOR IMPROVING EDUCATION: NATIONAL TESTS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Top 2 Scores (6-7)	58%	62%	56%
7 = Would help enormously	42	47	40
6	16	15	16
5	18	17	19
4	8	6	9
3	4	4	4
2	2	3	1
1 = Would not help at all	8	6	9
Don't know/Refused	2	2	2

Q.9 As I read the following list of several new ideas, please tell me the extent you think each would help to improve the educational system in your area. Use a scale from 1 to 7, in which "1" means you think the idea "Would Not Help At All" to improve the educational system and "7" means you think it "Would Help Enormously."

d. Requiring national tests which students must pass in several different grades.

PROPOSALS FOR IMPROVING EDUCATION: INCREASING THE NUMBER OF SCHOOL DAYS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Top 2 Scores (6-7)	37%	34%	39%
7 = Would help enormously	25	23	26
6	12	10	13
5	15	16	15
4	10	9	10
3	7	8	7
2	7	9	6
1 = Would not help at all	20	23	19
Don't know/Refused	3	2	4

Q.9 As I read the following list of several new ideas, please tell me the extent you think each would help to improve the educational system in your area. Use a scale from 1 to 7, in which "1" means you think the idea "Would Not Help At All" to improve the educational system and "7" means you think it "Would Help Enormously."

e. Increasing the number of school days from the current 180 up to 220 or 240, like some countries in Europe and Asia...

LCS

PROPOSALS FOR IMPROVING EDUCATION: ALLOWING PARENTS TO CHOOSE THEIR CHILDREN'S PUBLIC SCHOOL

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Top 2 Scores (6-7)	52%	56%	50%
7 = Would help enormously	44	49	42
6	8	6	9
5	12	12	13
4	8	9	7
3	4	7	3
2	3	4	3
1 = Would not help at all	15	11	18
Don't know/Refused	5	2	6

Q.9 As I read the following list of several new ideas, please tell me the extent you think each would help to improve the educational system in your area. Use a scale from 1 to 7, in which "1" means you think the idea "Would Not Help At All" to improve the educational system and "7" means you think it "Would Help Enormously."

f. Allowing parents to choose the public school they want their children to go to, instead of requiring children to attend the schools in their areas...

ATTITUDE REGARDING ADVERTISING IN SCHOOLS: POSTERS IN CLASSROOMS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Support	31%	35%	30%
Strongly	7	6	7
Moderately	25	29	22
Oppose	59	56	60
Moderately	24	22	26
Strongly	34	34	35
Don't know/Refused	10	9	10

Q.6 A number of schools are now accepting advertising directed to students. Using a scale of strongly support, moderately support, moderately oppose, and strongly oppose -- Please tell me how you feel about _____:

a. Posters in classrooms that include adverisements for products or services.

ATTITUDE REGARDING ADVERTISING IN SCHOOLS: TWO MINUTES OF COMMERCIALS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Support	57%	58%	56%
Strongly	25	26	25
Moderately	32	32	31
Oppose	36	38	35
Moderately	15	17	14
Strongly	21	21	21
Don't know/Refused	7	4	9

Q.6 A number of schools are now accepting advertising directed to students. Using a scale of strongly support, moderately support, moderately oppose, and strongly oppose -- Please tell me how you feel about _____:

b. Two minutes of commercials and 10 minutes of TV news prepared by a private company that are shown to high school students during class time every day. For permitting their students to see this material, a school receives a free video equipment.

ATTITUDE REGARDING ADVERTISING IN SCHOOLS: ADVERTISING IN PUBLIC AREAS OF SCHOOLS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Support	40%	42%	38%
Strongly	9	11	8
Moderately	31	32	30
Oppose	54	52	55
Moderately	20	22	18
Strongly	34	29	37
Don't know/Refused	6	6	7

Q.6 A number of schools are now accepting advertising directed to students. Using a scale of strongly support, moderately support, moderately oppose, and strongly oppose -- Please tell me how you feel about _____:

c. Advertisements for products or services in public areas of schools, such as hallways and cafeterias.

IMPORTANCE OF SCHOOLS IN SELECTING NEIGHBORHOOD

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
Extremely/very important	49%	46%	61%	54%
Extremely	26	27	31	20
Very	22	20	30	35
Somewhat	10	11	6	10
Not too	2	2	3	3
Not at all important	3	4	2	2
The school issue did not apply at time moved into neighborhood	35	36	27	26

	Reference Child's Grade K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
Extremely/very important	50%	43%	44%	59%
Extremely	26	24	27	30
Very	24	19	17	28
Somewhat	7	13	12	11
Not too	2	1	5	2
Not at all important	3	1	3	7
The school issue did not apply at time moved into neighborhood	37	40	36	21

Q.20 When you moved into the neighborhood you currently live in, how important were the schools in selecting that neighborhood? Would you say...

IMPORTANCE OF SCHOOLS IN SELECTING NEIGHBORHOOD

	School Location				
	Urban				
	Total	Inner City	Sub-urban	Town	Rural
Base: Parents with 1+ child in grades K-12	(358)	(234)	(165)	(183)	(85)
Extremely/very important	59%	55%	56%	42%	38%
Extremely	31	30	39	21	15
Very	28	25	16	20	23
Somewhat	12	13	12	10	10
Not too	3	4	2	2	1
Not at all	1	1	2	3	2
The school issue did not apply at time moved into neighborhood	24	25	29	43	49

	Parent Group Membership		
	Involved In Group		Not
	Total	PTA	Involved
Base: Parents with 1+ child in grades K-12	(463)	(334)	(343)
Extremely/very important	55%	56%	42%
Extremely	33	32	20
Very	22	25	22
Somewhat	7	7	14
Not too	2	2	2
Not at all	2	3	4
The school issue did not apply at time moved into neighborhood	33	31	36

Q.20 When you moved into the neighborhood you currently live in, how important were the schools in selecting that neighborhood? Would you say...

EXTENT CHILD'S TV VIEWING IS A PROBLEM

	Total	Race/Ethnicity White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
TV watching is a problem	22%	21%	24%	27%
Extremely serious	1	1	2	4
Very serious	3	2	4	3
Somewhat of a problem	18	18	18	20
Not too much of a problem	42	42	42	38
No problem at all	35	36	33	36

Q.29 Please think about the amount of time [NAME] watches television. Do you consider the amount of time [NAME] watches TV to be...

* Less than 0.6%

EXTENT CHILD'S TV VIEWING IS A PROBLEM

	Reference Child's Grade			
	K-3	4-6	7-9	10-12
Base: Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
TV watching is a problem	21%	30%	17%	17%
Extremely serious	2	1	*	1
Very serious	3	3	4	1
Somewhat of a problem	16	26	13	15
Not too much of a problem	44	46	47	27
No problem at all	35	23	37	51

	Way Respondent Feels		
	Very Stressed	Mildly Stressed	Very Relaxed
Base: Parents with 1+ child in grades K-12	(131)	(470)	(196)
TV watching is a problem	24%	26%	10%
Extremely serious	6	*	1
Very serious	3	3	1
Somewhat of a problem	14	23	8
.Not too much of a problem	36	39	51
No problem at all	40	33	39

Q.29 Please think about the amount of time [NAME] watches television. Do you consider the amount of time [NAME] watches TV to be...

* Less than 0.6%

EXTENT RACIAL PROBLEM IN COMMUNITY

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Top 2 Scores (6-7)	18%	17%	18%
7 = Enormous problem	10	10	10
6	8	8	9
5	15	14	16
4	12	12	12
3	10	12	9
Bottom 2 scores (1-2)	40	43	38
2	13	13	13
1 = Not at all a problem	26	30	25
Don't know/Refused	6	2	8

Q.45 Using a scale of 1 to 7 in which "1" is "Not At All" and "7" means "Enormous," to what extent do you feel there is a racial problem in...

a. Your community?

EXTENT RACIAL PROBLEM IN COMMUNITY

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Top 2 scores (6-7)	14%	26%	30%
7 = Enormous problem	7	20	19
6	7	7	11
5	14	14	17
4	13	6	12
3	14	4	10
Bottom 2 scores (1-2)	44	50	27
2	15	6	6
1 = Not at all a problem	29	44	21
Don't know/Refused	2	*	3

Q.45 Using a scale of 1 to 7 in which "1" is "Not At All" and "7" means "Enormous," to what extent do you feel there is a racial problem in...

a. Your community?

* Less than 0.6%

EXTENT RACIAL PROBLEM IN PUBLIC SCHOOLS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Top 2 scores (6-7)	19%	17%	20%
7 = Enormous problem	13	10	13
6	7	6	7
5	13	12	13
4	11	12	11
3	10	10	10
Bottom 2 scores (1-2)	34	44	29
2	17	4	7
1 = Not at all a problem	30	32	21
Don't know/Refused	6	6	7

Q.45 Using a scale of 1 to 7 in which "1" is "Not At All" and "7" means "Enormous," to what extent so you feel there is racial problem in...

b. The public schools in your area?

EXTENT RACIAL PROBLEM IN PUBLIC SCHOOLS

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Top 2 scores (6-7)	14%	27%	25%
7 = Enormous problem	8	20	16
6	6	7	10
5	11	15	15
4	12	6	12
3	9	9	14
Bottom scores (1-2)	47	36	28
2	17	4	7
1 = Not at all a problem	30	32	21
Don't know/Refused	6	6	7

Q.45 Using a scale of 1 to 7 in which "1" is "Not At All" and "7" means "Enormous," to what extent so you feel there is a racial problem in...

b. The public schools in your area

EXTENT RACIAL PROBLEM IN WORK PLACE

	Total	Parents	Non-Parents
Base: Respondents employed	(847)	(620)	(227)
Top 2 scores (6-7)	7%	9%	6%
7 = Enormous problem	5	6	5
6	2	3	1
5	6	5	6
4	8	5	10
3	10	4	14
Bottom scores (1-2)	65	74	59
2	12	15	10
1 = Not at all a problem	53	59	48
Don't know/Refused	4	2	5

Q.45 Using a scale of 1 to 7 in which "1" is "Not At All" and "7" means "Enormous," To what extent so you feel there is a racial problem in...

c. Your work place?

EXTENT RACIAL PROBLEM IN WORK PLACE

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12 who are employed	(311)	(157)	(143)
Top 2 scores (6-7)	6%	29%	14%
7 = Enormous problem	4	15	10
6	2	14	4
5	4	8	12
4	5	6	12
3	4	8	9
Bottom 2 scores (1-2)	80	48	51
2	17	6	8
1 = Not at all a problem	63	42	42
Don't know/Refused	2	1	2

Q.45 Using a scale of 1 to 7 in which "1" is "Not At All" and "7" means "Enormous," to what extent so you feel there is a racial problem in...

c. Your work place?

V. DEMOGRAPHICS/PSYCHOGRAPHICS

MARITAL STATUS

		Total	Parents	Non-Parents
Base:	Total respondents	(1148)	(806)	(342)
	Married	59%	70%	53%
	Single	20	8	25
	Divorced	10	13	8
	Separated	3	7	1
	Widowed	8	1	12

		Race/Ethnicity		
		White	Black	Hispanic
Base:	Parents with 1+ child in grades K-12	(389)	(201)	(205)
	Married	74%	50%	64%
Base:	Non-parents	(173)	(81)	(79)
	Married	54%	40%	62%

Q.30 Are you...

MARITAL STATUS

		Sex	
		Male	Female
Base:	Parents with 1+ child in grades K-12	(354)	(452)
	Married	85%	58%
Base:	Non-parents	(154)	(188)
	Married	56%	51%

		Age		
		18-34	35-44	45+
Base:	Parents with 1+ child in grades K-12	(289)	(365)	(143)
	Married	69%	69%	80%
		18-24	30-54	55+
Base:	Non-parents	(106)	(123)	(105)
	Married	28%	70%	55%

		Household Income		
		<$25,000	$25,000-$49,999	$50,000+
Base:	Parents with 1+ child in grades K-12	(309)	(324)	(137)
	Married	43%	79%	98%
		<$20,000	$20,000-$39,999	$40,000+
Base:	Non-parents	(100)	(112)	(90)
	Married	29%	62%	73%

Q.30 Are you...

EMPLOYMENT STATUS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Employed full-time	55%	68%	49%
Employed part-time	10	11	10
Not employed	35	21	42
Retired	18	1	27
Homemaker	10	13	9
Temporarily unemployed	3	4	2
Full-time student	2	1	2
Disabled	2	2	1
Other	*	*	--

Q.31 Currently, are you employed full-time, part-time, or not at all?

Q.34 (IF NOT EMPLOYED) Are you ... ?

EMPLOYMENT STATUS

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Employed full-time	69%	68%	58%
Employed part-time	12	6	10
Retired	*	2	*
Homemaker	12	15	20
Base: Non-parents	(173)	(81)	(79)
Employed full-time	48%	44%	55%
Employed part-time	10	7	8
Retired	28	31	9
Homemaker	10	6	13

	Sex	
	Male	Female
Base: Parents with 1+ child in grades K-12	(354)	(452)
Employed full-time	86%	53%
Employed part-time	4	17
Retired	1	--
Homemaker	1	23
Base: Non-parents	(154)	(188)
Employed full-time	61%	38%
Employed part-time	10	9
Retired	21	32
Homemaker	--	17

* Less than 0.6%

Q.31 Currently, are you employed full-time, part-time, or not at all?

Q.34 (IF NOT EMPLOYED) Are you ... ?

OCCUPATION

	Total	Parents	Non-Parents
Base: Total respondents employed full/part-time	(844)	(619)	(225)
Professional/manager	40%	41%	40%
Professional	25	23	26
Manager	16	18	14
Technical specialist	14	10	16
Laborer	16	23	11
Sales	12	9	13
Clerical	7	6	7
Service	3	5	2
Secretarial	3	3	2
Other	1	*	1
Refused	6	2	8

Q.32 Which one of the following best describes your current title or position?

OCCUPATION
-by- RACE/ETHNICITY

	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12, and employed full/part-time	(311)	(156)	(143)
Professional/manager	43%	29%	37%
Professional	23	22	26
Manager	20	7	11
Laborer	20	35	34
Technical specialist	10	16	10
Clerical	6	6	5
Service	6	2	2
Secretarial	3	4	6
Sales	10	5	5
Other	*	2	*

Q.32 Which one of the following best describes your current title or position?

* Less than 0.6%

OCCUPATION
-by- PARENT'S EDUCATION

	High School or less	Some College	College Graduate +
Base: Parents with 1+ child in grades K-12, and employed full/part-time	(239)	(208)	(148)
Professional/manager	32%	39%	77%
Professional	15	22	54
Manager	17	17	23
Laborer	33	14	1
Technical specialist	6	19	9
Clerical	4	13	5
Service	7	3	1
Secretarial	3	3	2
Sales	12	8	2
Other	*	*	2

Q.32 Which one of the following best describes your current title or position?

* Less than 0.6%

OCCUPATION
-by- HOUSEHOLD INCOME

	≤$25,000	$25,000-$49,999	$50,000+
Base: Parents with 1+ child in grades K-12, and employed full/part-time	(207)	(268)	(122)
Professional/manager	27%	36%	71%
Professional	18	23	30
Manager	10	13	41
Laborer	38	23	5
Technical specialist	10	13	4
Clerical	6	7	4
Service	9	4	2
Secretarial	5	2	*
Sales	3	13	9
Other	*	1	1

Q.32 Which one of the following best describes your current title or position?

* Less than 0.6%

NUMBER OF PEOPLE IN HOUSEHOLD

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
One	18%	1%	26%
Two	37	9	50
Three	18	28	13
Four	15	34	6
Five	9	18	4
Six	2	6	1
Seven or more	1	4	*
Mean	2.7	3.9	2.1
Standard error	.1	.1	.1
Median	2	4	2

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Mean	3.9	4.1	4.6
Standard error	.1	.3	.3
Median	4	4	4
Base: Non-parents	(173)	(81)	(79)
Mean	2.1	2.0	3.0
Standard error	.0	.1	.2
Median	2	2	3

Q.35 In total,including yourself, how many people live in your household? Please include all children and adults.

NUMBER OF PEOPLE IN HOUSEHOLD

	Adults Age 18+ In Household	Children of Respondents			
		Total	Under 6	6-11	12-17
Base: Parents with 1+ child in grades K-12	(806)	(806)	(806)	(806)	(806)
None	--	3%#	68%	41%	47%
One	18	37	22	43	42
Two	66	37	7	12	9
Three	12	15	2	3	2
Four	4	5	--	*	*
Five	*	2	--	*	--
Six	*	1	--	--	*
Seven or more	--	*	--	--	--
Mean	2.0	1.9	.4	.8	.7
Standard error	.0	.1	.0	.1	.1
Median	2	2	0	1	1

25 of the 806 respondents have no children under 18 years of age living in their household.

Q.35 In total, including yourself, how many people live in your household? Please include all hildren and adults?

35a. How many are adults 18 years or older?
35b. How many are between the ages of 12 and 17?
35c. How many are between the ages of 6 and 11?
35d. How many are 5 years old or younger?

* Less than 0.6%

RESPONDENT'S CHRONOLOGICAL AGE

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Under 25	8%	2%	11%
25-29	12	12	13
30-34	13	26	6
35-39	11	26	3
40-44	9	23	2
45-49	7	7	8
50-54	9	3	12
55-59	6	2	8
60-64	*	--	*
65 and older	6	*	9
Refused	2	*	3
Mean	39.9	36.8	42.1
Standard error	.5	.4	.8
Median	38	36	46

Q.36 What is your age?

* Less than 0.6%.

RESPONDENT'S CHRONOLOGICAL AGE

		Reference Child's Grade			
		K-3	4-6	7-9	10-12
Base:	Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
	Under 25	4%	--	1%	--
	25-29	27	5%	2	2%
	30-34	32	32	24	10
	35-39	20	32	25	28
	40-44	11	22	29	39
	45-49	3	5	8	15
	50-54	2	3	4	4
	55 and older	1	*	6	2
	Refused	*	--	1	*
	Mean	33.2	36.9	39.1	41.1
	Standard error	.6	.6	1.0	.8
	Median	32	36	38	42

		Race/Ethnicity		
		White	Black	Hispanic
Base:	Parents with 1+ child in grades K-12	(389)	(201)	(205)
	Mean	36.9	36.7	36.4
	Standard error	.4	1.4	1.3
	Median	36	36	36
Base:	Non-parents	(173)	(81)	(79)
	Mean	42.8	42.4	36.3
	Standard error	.9	2.6	2.2
	Median	47	47	34

Q.36 What is your age?

* Less than 0.6%

RESPONDENT'S PSYCHOLOGICAL AGE

		Total	Parents	Non-Parents
Base:	Total respondents	(1148)	(806)	(342)
	Under 20	7%	6%	7%
	20-24	11	10	12
	25-29	13	19	10
	30-34	15	25	10
	35-39	9	13	7
	40-44	8	11	7
	45-49	6	4	7
	50-54	8	5	10
	55-59	5	*	7
	60-64	8	2	10
	65-69	2	--	4
	70 and older	1	1	2
	Don't know	6	4	6
	Refused	1	*	1
	Mean	37.2	32.5	39.6
	Standard error	.5	.6	.7
	Median	35	30	37

Q.37 Sometimes people feel younger or older than they really are. How old do you usually feel?

* Less than 0.6%

RESPONDENT'S PSYCHOLOGICAL AGE
-by- RACE/ETHNICITY

		White	Black	Hispanic
Base:	Parents with 1+ child in grades K-12	(389)	(201)	(205)
	Under 20	6%	5%	6%
	20-24	10	14	8
	25-29	18	18	27
	30-34	26	19	22
	35-39	12	18	18
	40-44	11	10	6
	45-49	3	5	6
	50-54	5	8	1
	55-59	*	1	*
	60 and older	3	1	1
	Don't know	5	2	4
	Refused	--	--	1
	Mean	32.6	32.9	31.1
	Standard error	.7	1.9	1.8
	Median	30	32	30
Base:	Non-Parents	(173)	(81)	(79)
	Mean	40.2	41.6	31.7
	Standard error	.7	2.5	2.1
	Median	40	45	30

Q.37 Sometimes people feel younger or older than they really are. How old do you usually feel?

* Less than 0.6%

RESPONDENT'S PSYCHOLOGICAL AGE
-by- REFERENCE CHILD'S GRADE

		K-3	4-6	7-9	10-12
Base:	Parents with 1+ child in grades K-12	(302)	(198)	(160)	(146)
	Under 20	9%	3%	4%	5%
	20-24	12	8	17	4
	25-29	24	27	10	7
	30-34	23	25	28	27
	35-39	11	14	13	16
	40-44	11	9	15	9
	45-49	2	1	3	11
	50-54	2	8	4	8
	55-59	--	*	*	2
	60 and older	5	2	1	1
	Mean	31.4	32.7	31.6	35.7
	Standard error	1.0	1.3	1.4	1.6
	Median	30	30	31	35

Q.37 Sometimes people feel younger or older than they really are. How old do you usually feel?

* Less than 0.6%

RESPONDENT'S EDUCATION

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Less than high school graduate	14%	17%	13%
High school graduate	41	42	40
Some college or more (sum)	44	40	46
Some college	25	24	25
Graduated a 4-year college	10	7	12
Some post-graduate studies	5	4	6
Received a post-graduate degree	4	4	4
Technical school/other	1	1	*

Q.38 Which phrase best describes your education?

* Less than 0.6%

RESPONDENT'S EDUCATION

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Less than high school graduate	16%	15%	25%
High school graduate	42	40	35
Some college or more (sum)	40	43	39
Some college	24	29	26
Graduated a 4-year college	7	7	8
Some post-graduate studies	4	2	2
Received a post-graduate degree	4	5	4
Technical school/other	1	2	*
Base: Non-parents	(173)	(81)	(79)
Less than high school graduate	10%	23%	27%
High school graduate	41	30	40
Some college or more (sum)	48	45	33
Some college	26	24	22
Graduated a 4-year college	12	11	6
Some post-graduate studies	6	2	5
Received a post-graduate degree	4	9	*
Technical school/other	*	1	*

Q.38 Which phrase best describes your education?

RESPONDENT'S EDUCATION
-by- HOUSEHOLD INCOME

	≤$25,000	$25,000-$49,999	$50,000+
Base: Parents with 1+ child in grades K-12	(309)	(324)	(137)
Less than high school graduate	30%	11%	10%
High school graduate	42	45	33
Some college or more (sum)	26	42	56
Some college	19	27	25
Graduated a 4-year college	5	6	13
Some post-graduate studies	1	4	9
Received a post-graduate degree	1	5	10
Technical school/other	2	1	1

Q.38 Which phrase best describes your education?

RESPONDENT'S EDUCATION
-by- PARENT GROUP MEMBERSHIP

	Involved in Group		Not
	Total	PTA	Involved
Base: Parents with 1+ child in grades K-12	(463)	(334)	(343)
Less than high school graduate	12%	12%	23%
High school graduate	38	31	46
Some college or more (sum)	48	55	31
Some college	27	29	21
Graduated a 4-year college	9	11	5
Some post-graduate studies	7	8	*
Received a post-graduate degree	5	7	4
Technical school/other	2	1	1

Q.38 Which phrase best describes your education?

* Less than 0.6%

WAY RESPONDENT FEELS

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Very stressed (6-7)	13%	14%	13%
7 = Extremely stressed	7	8	7
6	6	6	6
5	16	19	15
4	21	22	20
3	19	19	20
Very relaxed (1-2)	28	25	30
2	12	12	11
1 = Extremely relaxed	17	13	19
Don't know	2	*	3

Q.39 Using a scale of 1 to 7 in which "1" means "Extremely relaxed" and "7" means "Extremely stressed," how would you rate the way you feel most of the time?

* Less than 0.6%

WAY RESPONDENT FEELS

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Very stressed (6-7)	12%	26%	17%
7 = Extremely stressed	6	17	9
6	6	9	8
5	20	13	19
4	24	10	22
3	19	14	17
Very relaxed (1-2)	25	33	24
2	14	6	6
1 = Extremely relaxed	11	28	18
Don't know	--	3	1

Q.39 Using a scale of 1 to 7 in which "1" means "Extremely relaxed" and "7" means "Extremely stressed," how would you rate the way you feel most of the time?

WAY RESPONDENT FEELS

	Race/Ethnicity		
	White	Black	Hispanic
Base: Non-parents	(173)	(81)	(79)
Very stressed (6-7)	13%	8%	20%
7 = Extremely stressed	6	6	15
6	7	2	5
5	15	18	12
4	21	14	14
3	21	11	20
Very relaxed (1-2)	27	49	35
2	11	13	9
1 = Extremely relaxed	16	36	25
Don't know	3	--	--

Q.39 Using a scale of 1 to 7 in which "1" means "Extremely relaxed" and "7" means "Extremely stressed," how would you rate the way you feel most of the time?

FREE TIME DURING WEEK

		Total	Parents	Non-Parents
Base:	Total respondents	(1148)	(806)	(342)
	0 hours/week	4%	6%	3%
	1-4	4	7	2
	5-9	7	10	5
	10-14	8	13	6
	15-19	11	15	9
	20-24	13	12	14
	25-29	7	8	6
	30-39	13	11	14
	40-49	9	4	12
	50-69	9	7	10
	70-99	7	4	8
	100-129	6	1	8
	130+ hours/week	3	1	3
	Mean	37.5	26.3	42.9
	Standard error	1.1	1.6	1.4
	Median	26	19	31

Q.40 How many hours of free time do you usually have during a typical weekday? Be free time I mean time in which you feel you can do anything you want. This is time in which you are not working, taking care of a child, sleeping, going to school, or doing necessary household activities and chores. Now, how many hours of free time would you say you have during any typical weekday, that is any day between a Monday and a Friday?

Q.41 How about on weekends-Saturday and Sunday. How many hours of free time would you say you usally have for yourself on a typical weekend-Saturday and Sunday combined?

FREE TIME DURING WEEK

		Race/Ethnicity		
		White	Black	Hispanic
Base:	Parents with 1+ child in grades K-12	(389)	(201)	(205)
	0-hours/week	6%	5%	7%
	1-4	8	6	4
	5-9	10	6	4
	10-14	13	12	8
	15-19	16	10	13
	20-24	11	13	11
	25-29	8	8	13
	30-39	10	18	11
	40-49	3	10	8
	50-69	8	6	6
	70-99	3	4	10
	100-129	2	2	--
	130+ hours/week	2	--	2
	Mean	25.5	27.8	31.6
	Standard error	1.8	3.9	5.7
	Median	18	24	25
Base:	Non-parents	(173)	(81)	(79)
	Mean	43.8	44.2	34.4
	Standard error	1.7	3.7	3.4
	Median	30	36	30

Q.40 How many hours of free time do you usually have during a typical weekday? Be free time I mean time in which you feel you can do anything you want. This is time in which you are not working, taking care of a child, sleeping, going to school, or doing necessary household activities and chores. Now, how many hours of free time would you say you have during any typical weekday, that is any day between a Monday and a Friday?

Q.41 How about on weekends-Saturday and Sunday. How many hours of free time would you say you usally have for yourself on a typical weekend-Saturday and Sunday combined?

FREE TIME DURING WEEK

		(Base: Parents with 1+ child in grades K-12)	Hours/ Week Mean	Standard error	Hours/ Week Median
Total:		(806)	26.3	1.6	19
Reference Child's Grade:	K-3	(302)	19.0	1.7	16
	4-6	(198)	28.1	2.9	18
	7-9	(160)	23.2	2.7	18
	10-12	(146)	40.8	5.4	29
Age:	18-34	(289)	24.0	2.8	16
	35-44	(365)	27.1	1.9	21
	45+	(143)	31.5	4.4	23
Sex:	Male	(354)	29.5	2.0	23
	Female	(452)	23.6	2.3	16
Education:	High school or less	(330)	29.4	2.3	21
	Some college	(270)	23.2	2.6	18
	College graduate+	(174)	19.7	2.7	15
Hours/week involved in child's formal education:	0-3	(292)	33.3	3.3	24
	4-9	(333)	21.8	1.9	17
	10+	(181)	22.8	2.4	19

Q.40 How many hours of free time do you usually have during a typical weekday? Be free time I mean time in which you feel you can do anything you want. This is time in which you are not working, taking care of a child, sleeping, going to school, or doing necessary household activities and chores. Now, how many hours of free time would you say you have during any typical weekday, that is any day between a Monday and a Friday?

Q.41 How about on weekends Saturday and Sunday. How many hours of free time would you say you usally have for yourself on a typical weekend-Saturday and Sunday combined?

FREE TIME DURING WEEK

		(Base: Non-Parents)	Hours/ Week Mean	Standard error	Hours/ Week Median
Total:		(342)	42.9	1.4	31
Age:	18-29	(106)	29.4	1.8	22
	30-54	(123)	34.0	1.7	30
	55+	(105)	57.5	2.6	48
Sex:	Male	(154)	54.2	2.3	41
	Female	(188)	33.5	1.6	25

Q.40 How many hours of free time do you usually have during a typical weekday? Be free time I mean time in which you feel you can do anything you want. This is time in which you are not working, taking care of a child, sleeping, going to school, or doing necessary household activities and chores. Now, how many hours of free time would you say you have during any typical weekday, that is any day between a Monday and a Friday?

Q.41 How about on weekends Saturday and Sunday. How many hours of free time would you say you usally have for yourself on a typical weekend-Saturday and Sunday combined?

HOUSEHOLD INCOME

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Less than $10,000	7%	10%	7%
$10,000 - $14,999	8	5	10
$15,000 - $19,999	12	9	14
$20,000 - $24,999	11	8	12
Under $25,000 (unspecified)	2	*	4
$25,000 and over (unspecified)	2	*	4
$25,000 - $29,999	11	13	7
$30,000 - $39,999	14	16	12
$40,000 - $49,999	13	16	10
$50,000 - $75,000	10	12	8
$75,000 and over	4	7	4
Don't know	1	*	2
Refused	5	3	7
Mean	$32,730	$36,160	$30,810
Standard error	710	1,320	870
Median	$27,500	$35,000	$22,500

Q.42 Is your total annual household income from all sources, and before taxes: READ LIST

* Less than 0.6%

HOUSEHOLD INCOME

	Race/Ethnicity		
	White	Black	Hispanic
Base: Parents with 1+ child in grades K-12	(389)	(201)	(205)
Less than $10,000	7%	20%	25%
$10,000 - $14,999	4	11	10
$15,000 - $19,999	8	17	16
$20,000 - $24,999	8	6	9
Under $25,000 (unspecified)	*	--	2
$25,000 and over (unspecified)	--	1	1
$25,000 - $29,999	14	13	9
$30,000 - $39,999	18	10	9
$40,000 - $49,999	18	9	8
$50,000 - $75,000	14	6	7
$75,000 and over	8	2	2
Don't know	*	1	1
Refused	3	3	3
Mean	$38,970	$25,410	$24,480
Standard error	1,480	3,210	3,700
Median	$35,000	$22,500	$17,500
Base: Non-parents	(173)	(81)	(79)
Mean	$32,500	$21,430	$24,280
Standard error	990	1,780	2,250
Median	$27,500	$17,500	$22,500

Q.42 Is your total annual household income from all sources, and before taxes: READ LIST

* Less than 0.6%

HOUSEHOLD INCOME

	Education		
	High School or less	Some College	College Graduate +
Base: Parents with 1+ child in grades K-12	(330)	(270)	(174)
Less than $10,000	13%	6%	4%
$10,000 - $14,999	6	4	2
15,000 - $19,999	12	7	4
$20,000 - $24,999	9	7	6
Under $25,000 (unspecified)	*	1	--
$25,000 amd over (unspecified)	*	*	1
$25,000 - $29,999	12	17	10
$30,000 - $39,999	17	15	16
$40,000 - $49,999	14	19	18
$50,000 - $75,000	11	12	17
$75,000 and over	3	7	21
Don't know	*	--	1
Refused	2	5	4
Mean	$31,840	$38,070	$50,310
Standard error	1,520	2,520	4,190
Median	$27,500	$35,000	$45,000
Base: Non-parents	(129)	(101)	(104)
Mean	$24,170	$32,060	$45,860
Standard error	810	1,650	2,440
Median	$22,500	$27,500	$45,000

Q.42 Is your total annual household income from all sources, and before taxes: READ LIST

* Less than 0.6%

HISPANIC ORIGIN

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
Yes, Hispanic	8% = 100%	9% = 100%	8% = 100%
Ancestry	(284)	(205)	(79)
Mexican	68%	65%	70%
Puerto Rican	6	11	4
Central American	7	6	7
Cuban	4	4	4
South American	5	2	7
Other Hispanic origin	7	9	6
Refused	2	2	2
Born in U.S.	60%	55%	63%
	(138)	(104)	(34)
Number of years lived in U.S.			
Mean	14.5	16.0	13.5
Standard error	1.6	3.0	1.8
Median	14.4	14.0	14.8

43. Are you of Hispanic origin or background?

43a. How would you describe your ancestry? Are you of...

43b. Were you born in one of the fifty states (of the U.S.)?

43c. How many years have you lived in the U.S.?

RACE

	Total	Parents	Non-Parents
Base: Total respondents	(1148)	(806)	(342)
White	81%	82%	80%
African American	11	11	10
Asian	*	*	*
Some other race	8	6	8
Refused	1	*	1

	Total
Base: Hispanics	(284)
White	42%
African American	1
Asian	2
Some other race	56
Refused	1

44. Do you consider yourself to be...

* Less than 0.6%

RESPONDENT'S SEX

		Total	Parents	Non-Parents
Base:	Total respondents	(1148)	(806)	(342)
	Male	45%	46%	45%
	Female	55	54	55

Q.47 Sex of respondent

155

CENSUS REGION

		Total	Parents	Non-Parents
Base:	Total respondents	(1148)	(806)	(342)
	Northeast	20%	17%	22%
	North Central	24	21	25
	South	37	43	34
	West	19	19	19

CENSUS REGION

		Total	Race/Ethnicity White	Black	Hispanic
Base:	Parents with 1+ child in grades K-12	(806)	(389)	(201)	(205)
	Northeast	17%	17%	16%	15%
	North Central	21	24	14	6
	South	43	41	65	33
	West	19	18	5	46

			School Location			
			Urban			
		Total	Inner City	Sub-urban	Small Town	Rural
Base:	Parents heads with 1+ child in grades K-12	(358)	(234)	(165)	(183)	(85)
	Northeast	19%	21%	23%	9%	13%
	North Central	15	13	27	22	26
	South	42	45	33	52	47
	West	24	21	17	17	14

COUNTY SIZE

		Total	Parents	Non-Parents
Base:	Total respondents	(1148)	(806)	(342)
	A/B	67%	65%	68%
	A - 25 largest metros	33	29	34
	B - Counties not in A and with population of 150,000+	34	36	34
	C/D	33	35	32
	C - Counties not in A or B with population of 40,000+	13	15	12
	D - Counties not in A, B or C	20	20	20

COUNTY SIZE

		Race/Ethnicity		
		White	Black	Hispanic
Base:	Parents with 1+ child in grades K-12	(389)	(201)	(205)
	A/B	62%	76%	80%
	A - 25 largest metros	24	42	55
	B - Counties not in A and with population of 150,000+	38	34	25
	C/D	38	24	20
	C - Counties not in A or B with population of 40,000+	16	9	14
	D - Counties not in A, B or C	21	15	6

COUNTY SIZE

		School Location					
			Urban				
		Total	Inner Total	Sub-City	Small urban	Town	Rural
Base:	Parents with 1+ child in grades K-12	(806)	(358)	(234)	(165)	(183)	(85)
	A/B	65%	78%	80%	93%	43%	49%
	A - 25 largest metros	29	42	44	50	9	17
	B - Counties not in A and with population of 150,000+	36	36	35	43	33	32
	C/D	35	22	20	7	57	51
	C - Counties not in A or B with population of 40,000+	15	12	13	5	24	18
	D - Counties not in A, B or C	20	10	7	2	33	34

TECHNICAL APPENDIX

TECHNICAL APPENDIX

Interviews

NuStats, Inc., in Austin, Texas, was commissioned to conduct this survey as a custom research assignment. In total, 1,148 adults (46% male, 54% female) 18 years and older were interviewed by NuStats between February 11, 1993 and February 26, 1993. Of this group, 806 interviews were "parents" and 342 were "non-parents." Parents were qualified by having at least one child enrolled in grades kindergarten through twelve. For parents with more than one child enrolled in grades K to 12, one reference child from each household was randomly selected. The term "non-parent" is technically a misnomer, for the respondents in this group may have young children not yet in school, adult children 18+ who have completed high school, or children in the appropriate age group who may have dropped out or not be in school for any number of other reasons.

Interviews were done by professional interviewers, many of whom are bilingual, working under monitored supervision from a central telephone facility in Austin, Texas. The total interview averaged 18 minutes, the parent-specific questions averaged 6 minutes.

Sample

Three separate and independent samples were used by NuStats for the survey. The first (Core Sample) was a stratified, one-stage Random Digit Dial sample of households with telephones in the 48 contiguous states. The second (Black Augment) was a stratified Random Digit Dial sample of households in phone exchanges with 20% or more Black population in the 48 states. The third (Hispanic Augment) paralleled the second, drawing sample in exchanges with 20% or more Hispanic population.

Stratification for all three samples was by Census region, with approximately equal proportions from each of the four regions for the Core Sample, and with proportionate fractions to Black and Hispanic population by region for the Black and Hispanic augments, respectively.

Numbers were generated for the three samples by computer at Survey Sampling, Inc. and purged of unused telephone blocks and of business and government listings. The samples were stored in the NuStats CATI system in 20 identical replicates.

The Core Sample was expected to produce a percent of Black and Hispanic respondents roughly equal to that of the Black and Hispanic population of the U.S. The two Augment samples were then used to produce additional Black and Hispanic respondents enabling completion of interviews with at least 200 parents of each of the two minority groups. In addition, a disproportionate number of parents in the final sample was desired (over 70%), in contrast to the estimated incidence of parents in U.S. households (33%).

The actual unweighted distribution of respondent race/ethnicity from each of the samples was as follows:

	Sample Type			
Respondent Race/Ethnicity	**Core Sample**	**Hispanic Augment**	**Black Augment**	**Total**
White (non-Hispanic)	501	35	26	562
Black (non-Hispanic)	63	45	174	282
Hispanic (any race)	32	210	42	284
Others	16	3	1	20
Total	612	293	243	1148

The sample files were organized by time zone, and hard-copy call record sheets were produced to use as sample tracking tools. As Black and Hispanic production estimates were generated from completed Core Sample replicates, estimates of needed Augment respondents were made and replicates of the Black and Hispanic Augment samples were released for interviewing.

A question about race and ethnicity was used to screen for respondent ethnicity.

Random Selection of Respondents within Household

When contact was made with a household, the question was asked: "May I please speak to the male/female, 18 years of age or older, living in the household who had the most recent birthday?" The Ci2 system used for computer-assisted interviewing was programmed to alternate between male/female introductions. Because there are fewer households with adults males than females the final count resulted in slightly more completed interviews with females than males.

Callbacks

An initial call and four callbacks (5 total attempts) were made to each designated household to try to complete an interview with a designated respondent. One attempt was made during the day and all other interviewing was done after 4:30pm, local time, or on weekends.

Sample Checks and Weighting

The data were weighted to 1990 census data to provide a nationally representative and projectable estimate of all households in the contiguous 48 states. The weighting and balancing process took into account the disproportionate probabilities of household and respondent selection on several variables, as well as the minor random sample distortions from the actual estimates in the population. The specific variables and the manner in which weighting and balancing were done are described below. The sources used to derive population parameters were: U.S. Bureau of Census, Statistical Abstract of the United States (112th edition.) Washington, DC, 1992 and CACI Marketing Systems, The Sourcebook of County Demographics, 1990 Census Edition, 1992.

1. Region and ethnicity. Data were weighted to produce the actual distribution of households by region. The raw and balanced projections were:

	Unweighted Percent	Balanced Percent
Northeast - White	10.8	16.1
Northeast - Black	4.6	2.3
Northeast - Hispanic	3.8	1.5

Northeast - Other	0.2	0.6
South - White	14.7	24.9
South - Black	13.9	6.4
South - Hispanic	8.3	2.7
South - Other	0.3	0.4
North Central - White	13.0	20.5
North Central - Black	4.2	2.3
North Central - Hispanic	2.2	0.7
North Central - Other	0.3	0.5
West - White	10.5	13.9
West - Black	1.8	1.1
West - Hispanic	10.5	4.1
West - Other	1.0	2.2
Total	100.1	100.2

2. Number of telephone lines. Weights took into account the disproportionate probabilities of household selection due to the number of telephone lines. The raw distributions and balancing proportions were:

	Unweighted Percent	**Balanced Percent**
One line	86.9	92.7
Two lines	10.3	5.5
Three or more lines	1.2	0.5
Refused	1.6	1.3
Total	100.0	100.0

3. Sex of respondent. The data were balanced for sex of respondent as follows:

	Unweighted Percent	**Balanced Percent**
Male	44.3	48.7
Female	55.7	51.3
Total	100.0	100.0

4. Education of respondent. Balancing for education was also included in the final data set. Raw distribution and balancing proportions were:

	Unweighted Percent	Balanced Percent
Not high school grad	13.3	22.5
High school grad only	26.8	36.6
Some college	32.4	21.8
College grad or more	24.3	17.0
Non-college technical	3.1	2.1
Total	99.9	100.0

5. Age and parent status. The final weighting and balancing were for the age and parent status of respondents (having a child attending school between the grades of Kindergarten and 12th grade).

	Unweighted Percent	Balanced Percent
Parent, under 35	25.3	13.6
Parent, 35 to 44	32.1	23.4
Parent, 45 and over	12.9	13.1
Non parent, under 35	12.5	7.5
Non-parent, 35 to 44	4.2	6.2
Non-parent, 45 and over	13.2	36.3
Total	100.2	100.1

The total sample of 1,148 respondents was projected to the total number of U.S. households: 91,402,228. Within the total sample, respondents qualified as either parents or non-parents. The parent sample of 806 respondents was projected to the number of parent households in the U.S., as defined in the study. This number is 29,979,930. The non-parent sample of 342 was projected to the number of non-parent households: 61,422,298. All bases shown in the report are unweighted sample. All percents shown are based on the weighted household population.

Questionnaire Development

The first draft of the present questionnaire was developed by Newsweek and the National PTA based on prior studies of parental involvement. The draft questionnaire was reviewed and edited by research analysts of NuStats, as well as four specialists in education.

The questionnaire was pre-tested with 10 interviews February 9, 1993. Revisions to some scales and wording were made following that pre-test, and a second pre-test of 6 interviews was conducted the following day. No revisions were required after the second pre-test. The final English-version was translated into a Spanish-language version, and then back-translated into English to ensure conceptual equivalency. The final English version is provided in this report.

Four questionnaire parts were programmed using NuStats' Ci2 stand-alone capabilities — the screener, a section on opinions of education asked of all respondents, a parent-only section on parent involvement attitudes and behavior, and the demographic section asked of all respondents.

The screener was programmed to select randomly the male or female adult 18 years or older with the most recent birthday. A special screener was programmed to be used with the augment samples of Blacks and Hispanics to screen efficiently for non-African Americans and non-Hispanics. The question asked: "Sometimes our backgrounds help us think of ourselves not only as Americans but also as members of an ethnic or national group, such as German, African American, Hispanic, or Irish. Thinking of your background, what group, if any would you say you belong to?"

In addition, a special effort was made to speak with a parent of any school age child in the household. The parent screener asked: "Do you have any children who attend school in any grade between kindergarten and 12th?" If the respondent answered "no", he/she was asked: "Are there any children living in your household who attend school in any grade between kindergarten and 12th grade?" If the respondent answered "yes," the interviewer asked to speak to the child's mother or father and began a new interview.

The second part of the survey was asked of all the respondents regardless of parental status. These questions were designed to measure perceptions and attitudes towards schools, in general, and programs to help improve the educational system.

In the third part of the questionnaire, information was collected from parents only. In households with more than one school age child, one child was randomly selected by computer and all questions in this section were asked about that one child only. The randomly selected child's name was programmed to appear in the body of each question throughout this section.

The fourth and final part of the questionnaire was the respondent's demographic and household characteristics.

Respondent Demographics

- Marital Status
- Employment
- Age
- Education
- Ethnic Background
- Race
- Gender

Household Characteristics

- Income
- Household Size
- Number of telephone numbers

Geographic data for each respondent included Census Region, State/County code, and County Size Designation.

Data Processing and Computer Analyses

Data were transferred from Ci2 files to Abtab, a tabulation program. Data were weighted as described under sampling, and cross-tabulated for the Total sample, the Parent sample and the Non-Parent sample.

Personnel

The researchers with primary responsibility for this project are:

Newsweek

Jim Schwartz, Ph.D., Market Research Manager

NuStats, Inc.

Johanna Zmud, Ph.D., Executive Vice President
Carlos Arce, Ph.D., President
J. Moncada, Jr., Survey Manager

Sample Disposition

Total Sample Dialed 19,016 = 100%

Non-eligible	12,608 = 66.30% =	100%
Non-working	5,211	41.34%
Non-residential	1,697	13.45%
No adult 18+	32	.25%
Male/Female quota filled	105	.83%
Non-parent quota filled	4,725	37.48%
Non-African American/Hispanic	838	6.65%
Eligibility Not Ascertained	4,674 = 24.56% =	100%
No answer/Busy	2,709	57.95%
Answering Machines	958	20.50%
Language Barrier	276	5.90%
Callback to Complete	731	15.65%
Eligible	1734 = 9.12% =	100%
Refusal at Introduction	434	25.03%
Refusal after Start	152	8.77%
Completed Interviews	1148	66.20%

95% Confidence Intervals for Sample Percentages

In every sample survey allowances must be made for sampling error. This is the amount by which responses to a sample survey question may differ from what would have been obtained if an adult in every household in the contiguous United States (population) had been asked the same questions at the same time. The precision or amount of sampling error associated with any sample percentage (or proportion) can be estimated using the table below. To use this table, find the column that most closely corresponds to the sample percentage. Then find the row closest to the sample size (unweighted). The intersection of the two is the amount which must be added to or subtracted from the sample percentage to form a 95% confidence interval for the population value.

For example, 26% of the sample of 806 parents gave the public schools in their area a grade of A, meaning excellent. The column closest to 26% is 30%. Thus, the 95% confidence interval for the percentage is 26% $\pm$ 3.2%.

The term "95% confidence level" means that if 100 samples had been selected from the same population in the same way, in 95 out of 100 the value from the sample will be within sampling error tolerance range of the true value in the population.

Sample Size	1% or 99%	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
50	2.8	6.2	8.5	11.3	13.0	13.8	14.1
100	2.0	4.4	6.0	8.0	9.2	9.8	10.0
200	1.4	3.1	4.2	5.7	6.5	6.9	7.1
300	1.1	2.5	3.5	4.6	5.3	5.7	5.8
342	1.1	2.3	3.2	4.2	4.9	5.2	5.3
400	1.0	2.2	3.0	4.0	4.6	4.9	5.0
500	.9	2.0	2.7	3.6	4.1	4.4	4.5
600	.8	1.8	2.5	3.3	3.8	4.0	4.1
700	.8	1.7	2.3	3.0	3.5	3.7	3.8
806	.7	1.5	2.1	2.8	3.2	3.4	3.5
900	.7	1.4	1.7	2.6	3.0	3.2	3.3
1000	.6	1.4	1.9	2.5	2.8	3.0	3.1
1100	.6	1.3	1.8	2.4	2.7	2.9	3.0
1148	.6	1.3	1.7	2.3	2.7	2.8	2.9

NATIONAL PARENT SURVEY #3

[Paper version of CATI Questionnaire]

SCREENER

Hello, my name is [FIRST NAME & LAST NAME]. I am calling from NuStats, a national public opinion research firm located in Austin, Texas. We are conducting a study on social issues and would like to select just one person from your household to interview.

A. May I please speak to the:
Male, 18 years of age or older, living in the household who had the most recent birthday?
[HALF THE INTERVIEWS WILL BEGIN WITH MALES AND HALF WITH FEMALES]

SKIP TO Q.1 ⇐	QUALIFIED MALE IS ON PHONE	1
ASK FOR RESP, ⇐ REPEAT INTRO, & GO TO Q.B	QUALIFIED MALE IS AVAILABLE (NOT ON PHONE)	2
SKIP TO Q.C ⇐	QUALIFIED MALE IS NOT AVAILABLE AT THIS TIME	3
SKIP TO Q.F ⇐	NO MALES 18+ LIVING IN HOUSEHOLD	4
TERMINATE ⇐	REFUSED	9

B. I would like to interview the male, 18 years of age or older, living in this household who had the most recent birthday. Are you that person?

GO TO Q.1 ⇐	YES, IS QUALIFIED MALE	1
RE-ASK Q.A. ⇐	NO, IS NOT QUALIFIED	2
TERMINATE ⇐	REFUSED	9

C. Then may I speak to any male, 18 years of age or older, living in this household?

SKIP TO Q.1 ⇐	QUALIFIED MALE IS ON PHONE	1
ASK FOR RESP, ⇐ REPEAT INTRO, & GO TO Q.D	QUALIFIED MALE IS AVAILABLE (NOT ON PHONE)	2
SKIP TO Q.E ⇐	QUALIFIED MALE IS NOT AVAILABLE AT THIS TIME	3
SKIP TO Q.F ⇐	NO MALES 18+ LIVING IN HOUSEHOLD	4
TERMINATE ⇐	REFUSED	9

D. I would like to interview a male, 18 years of age or older, living in this household. Are you that person?

GO TO Q.1⇐	YES, IS QUALIFIED MALE	1
RE-ASK Q.C. ⇐	NO, IS NOT QUALIFIED	2
TERMINATE ⇐	REFUSED	9

E. When would be a convenient time to call back to speak to him? [MALE WHO HAD THE MOST RECENT BIRTHDAY]
DATE: _____
TIME: _____

F. [Since there are no males 18 years of age or older living in this household:] May I please speak to the female, 18 years of age or older, living in the household who had the most recent birthday?

SKIP TO Q.1 ⇐	QUALIFIED FEMALE IS ON PHONE	1
ASK FOR RESP, ⇐ REPEAT INTRO, & GO TO Q.G	QUALIFIED FEMALE IS AVAILABLE (NOT ON PHONE)	2
SKIP TO Q.H ⇐	QUALIFIED FEMALE IS NOT AVAILABLE AT THIS TIME	3
TERMINATE ⇐	REFUSED	9

G. I would like to interview the female, 18 years of age or older, living in the household who had the most recent birthday. Are you that person?

GO TO Q.1⇐	YES, IS QUALIFIED FEMALE	1
RE-ASK Q.F. ⇐	NO, IS NOT QUALIFIED	2
TERMINATE ⇐	REFUSED	9

H. Then may I speak to any female, 18 years of age or older, living in this household?

SKIP TO Q.1 ⇐	QUALIFIED FEMALE IS ON PHONE	1
ASK FOR RESP, ⇐ REPEAT INTRO, & GO TO Q.I	QUALIFIED FEMALE IS AVAILABLE (NOT ON PHONE)	2
SKIP TO Q.J ⇐	QUALIFIED FEMALE IS NOT AVAILABLE AT THIS TIME	3
TERMINATE ⇐	REFUSED	9

I. I would like to interview a female, 18 years of age or older, living in the household. Are you that person?

GO TO QUESTIONNAIRE (Q.1) ⇐	YES, IS QUALIFIED FEMALE	1
RE-ASK Q.H. ⇐	NO, IS NOT QUALIFIED	2
TERMINATE ⇐	REFUSED	9

J. When would be a convenient time to call back to speak to her? [FEMALE WHO HAD THE MOST RECENT BIRTHDAY]

DATE: _____

TIME: _____

K. [ASK THE FOLLOWING QUESTION OF AUGMENTED SAMPLE ONLY:] Sometimes our backgrounds help us think of ourselves not only as Americans but also as members of an ethnic or national group, such as German, African American, Hispanic, or Irish. Thinking of your background, what group, if any, would you say you belong to?

	AFRICAN AMERICAN,	1
	HISPANIC,	2
	ALL OTHER,	3
TERMINATE ⇐	REFUSED	9

NATIONAL PARENT SURVEY #3

QUESTIONNAIRE

First, I'd like to ask you some questions about education.

1. Do you have any children who attend school in any grade between kindergarten and 12th?

SKIP TO Q.3 ⇐	YES	1
	NO	2
ASK Q.2⇐	DK	3
	RF	9

2. Are there any children living in your household who attend school in any grade between kindergarten and 12th grade?

ASK TO SPEAK TO CHILD'S FATHER/MOTHER, DEPENDING ON QUOTA. RE-INTRODUCE YOURSELF AND BEGIN NEW INTERVIEW ⇐	YES	1
	NO	2
	DK	3
	RF	9

3. What grade would you give the public schools in your area for the quality of education they are providing to their students? Would you give them a grade of . . .

A, meaning excellent,	1
B,	2
C,	3
D,	4
or F, which is a failing grade?	5
DK	6
RF	9

4. What do you think will happen to the public schools in your area in the next five years? Do you think their quality will . . .

Greatly improve,	1
Somewhat improve,	2
Stay the same,	3
Somewhat decline,	4
or Greatly decline?	5
DK	6
RF	9

5. Do you feel the funding to support the public schools in your area is adequate?

YES	1
NO	2
DK	3
RF	9

6. A number of schools are now accepting advertising directed to students. Using a scale of strongly support, moderately support, moderately oppose, and strongly oppose— Please tell me how you feel about _____:

	Strongly Support	Moderately Support	Moderately Oppose	Strongly Oppose	DK	RF
a. Posters in classrooms that include advertisements for products or services	4	3	2	1	0	x
b. Two minutes of commercials and 10 minutes of TV news prepared by a private company that are shown to high school students during class time every day. For permitting their students to see this material, a school receives free video equipment	4	3	2	1	0	x
c. Advertisements for products or services in public areas of schools, such as hallways and cafeterias	4	3	2	1	0	x

7. Using a scale from 1 to 7, in which "1" means "No Responsibility" and "7" means "Major Responsibility"— To what extent do you feel _____ should be responsible for improving the schools and educational system in your community?

BEGIN AT "X"	NO RESPONSIBILITY						MAJOR RESPONSIBILITY	DK	RF
[ ] a. Parents	1	2	3	4	5	6	7	0	x
[ ] b. Police	1	2	3	4	5	6	7	0	x
[ ] c. Teachers	1	2	3	4	5	6	7	0	x
[ ] d. Political leaders such as your mayor and governor	1	2	3	4	5	6	7	0	x
[ ] e. Principals	1	2	3	4	5	6	7	0	x
[ ] f. Local religious institutions	1	2	3	4	5	6	7	0	x
[ ] g. Senior school administrators such as superintendents	1	2	3	4	5	6	7	0	x
[ ] h. Local businesses	1	2	3	4	5	6	7	0	x
[ ] i. School boards	1	2	3	4	5	6	7	0	x
[ ] j. Students	1	2	3	4	5	6	7	0	x
[ASK LAST:] k. The public, other than those I just mentioned	1	2	3	4	5	6	7	0	x

8. Some schools now have written parent involvement plans, developed jointly by parents and educators. Such plans discuss how parents and educators will work together to share responsibilities for their children's education and to improve their schools. How would you feel about your local public schools having such plans. Would you . . .

Strongly support such plans, 1
Moderately support them, 2
Moderately oppose them, 3
or Strongly oppose them? 4
DK 5
RF 9

9. As I read the following list of several new ideas, please tell me the extent you think each would help to improve the educational system in your area. Use a scale from 1 to 7, in which "1" means you think the idea "Would Not Help At All" to improve the educational system and "7" means you think it "Would Help Enormously."

BEGIN AT "X"	WOULD NOT HELP AT ALL						WOULD HELP ENORMOUSLY	DK	RF
[ ] a. Year round schools in which the 3 month summer break would be replaced by several short vacations, each a few weeks in length.	1	2	3	4	5	6	7	0	x
[ ] b. Shifting major decisions in schools from a central board to individual schools governed by a committee of principals, teachers, parents, and community representatives	1	2	3	4	5	6	7	0	x
[ ] c. Offering a program that combines academics and on-the-job training for high school students who do not go on to college	1	2	3	4	5	6	7	0	x
[ ] d. Requiring national tests which students must pass in several different grades	1	2	3	4	5	6	7	0	x
[ ] e. Increasing the number of school days from the current 180 up to 220 or 240, like some countries in Europe and Asia	1	2	3	4	5	6	7	0	x
[ ] f. Allowing parents to choose the public school they want their children to go to, instead of requiring children to attend the schools in their areas	1	2	3	4	5	6	7	0	x

10. Please tell me who you feel should have the primary responsibility for teaching children [INSERT TOPIC]? Should parents have the primary responsibility, should teachers, or should the responsibility be shared equally?

	Parents	Teachers	Shared Equally	Neither/ Should not Be Taught	DK	RF
[ALWAYS FIRST] a. Values	1	2	3	4	0	x
[BEGIN AT "X"] [ ] b. Sex education	1	2	3	4	0	x
[ ] c. About drug abuse, such as using cocaine	1	2	3	4	0	x
[ ] d. About AIDS	1	2	3	4	0	x
[ ] e. About inter-group relations, such as black-white or Hispanic-Korean relationships	1	2	3	4	0	x
[ ] f. About tobacco abuse, such as smoking cigarettes	1	2	3	4	0	x
[ ] g. About alcohol abuse	1	2	3	4	0	x

INSTRUCTIONS FOR COMPLETING INTERVIEW:

IF CHILDREN IN SCHOOL ("YES" TO Q.1 OR "YES" TO Q.2), CONTINUE WITH Q.11

IF NO CHILDREN ("NO" TO Q.1 AND "NO" TO Q.2), SKIP TO Q.30

11. How many children do you have attending school between kindergarten and 12th grade?

_____

12. [IF MORE THAN ONE CHILD: (Going from youngest to oldest)] In which grade(s) is/are your child(ren) enrolled? [RECORD UNDER Q.12 BELOW.]

INSTRUCTIONS FOR Q.13:

IF ONLY ONE CHILD ATTENDING SCHOOL, RECORD NAME & ASK Q.14 THROUGH Q.29.

IF MORE THAN ONE CHILD ATTENDING SCHOOL, ONE CHILD WILL BE RANDOMLY SELECTED BY COMPUTER AND Q.14 THROUGH Q.29 WILL BE ASKED ABOUT THAT CHILD ONLY.

13. So that the next few questions will be clear, I would like to include the first name of your child (in [INSERT GRADE]). Please tell me your child's first name. [RECORD UNDER Q.13 BELOW.]

	Q.12 [GRADE]	Q.13 [NAME]
YOUNGEST (1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____
(7)	_____	_____

OLDEST (8) _____ _____

14. Now, I would like to ask you how frequently you do several activities. How frequently do you _____ ? Would you say nearly every school day, 2 or 3 times per week, about once a week, once or twice a month, once every few months, or less than that?

BEGIN AT "X"	NEARLY EVERY DAY	2 OR 3 TIMES A WEEK	ONCE A WEEK	ONCE OR TWICE A MONTH	ONCE EVERY FEW MONTHS	LESS THAN THAT	DK	RF
[ ] a. Talk to [NAME] about classes, teachers or other school topics?	6	5	4	3	2	1	0	x
[ ] b. Help [NAME] with homework?	6	5	4	3	2	1	0	x
[ ] c. Talk to one of [NAME]'s teachers?	6	5	4	3	2	1	0	x
[ ] d. Read to or with [NAME]?	6	5	4	3	2	1	0	x
[ ] e. Take [NAME] to the library?	6	5	4	3	2	1	0	x
[ ] f. Check that [NAME] completes homework?	6	5	4	3	2	1	0	x

15. Do you feel [NAME]'s school. . .

BEGIN AT "X"	YES	NO	DK	RF
[ ] a. Made you feel comfortable visiting the school?	1	2	3	9
[ ] b. Encouraged you to visit the school?	1	2	3	9
[ ] c. Helped you become involved at home with [NAME]'s education	1	2	3	9
[ ] d. Encouraged you to become involved at school as a volunteer?	1	2	3	9

16. Please tell me if you or any other adult in your household belongs to any of the following groups at [NAME]'s school [READ LIST]

BEGIN AT "X"	YES	NO	DK	RF
[ ] a. PTA (Parent Teacher Association)?	1	2	3	9
[ ] b. PTO (Parent Teacher Organization)?	1	2	3	9
[ ] c. Booster Club?	1	2	3	9
[ASK LAST:]				
d. Some other parent group?	1	2	3	9

17. How many hours do you spend in a typical week directly involved in [NAME]'s formal education, such as discussing school activities and helping with homework? [RECORD TO HALF-HOUR]

_____ HOURS

18. Do you feel the amount of time you spend on [NAME]'s formal education is . . .

More than enough, 1
About the right amount, 2
or Not enough? 3
DK 4
RF 9

19. How many hours do you spend in a typical week involved in [NAME]'s informal education? By informal education, I mean all the non-school related activities you did with [NAME] in which you tried to teach him/her new ideas and skills. [RECORD TO CLOSEST HALF-HOUR]

_____ HOURS

20. When you moved into the neighborhood you currently live in, how important were the schools in selecting that neighborhood? Would you say . . .

Extremely important, 1
Very important, 2
Somewhat important, 3
Not too important, 4
or Not important at all, 5
or would you say that the issue of schools did not apply to you at that time? 7
DK 8
RF 9

21. What type of school does [NAME] attend? Is it . . .

Public, 1
Parochial, 2
or Private? 3
DK 4
RF 9

INSTRUCTIONS FOR Q. 22:

IF A "YES" RESPONSE, ASK THE SUBSEQUENT ITEM.

IF A "NO" RESPONSE TO ITEM B, ASK ITEM E.

IF A "NO" RESPONSE TO ITEM A, C, OR D, GO TO Q.23.

22. Now I'd like you to think about [NAME]'s future education. Do you think [NAME] will. . .

	YES	NO	DK	RF
a. Graduate from high school?	1	2	3	9
b. Attend college for at least a year or two?	1	2	3	9
c. Graduate from a four year college?	1	2	3	9
d. Receive an advanced degree, such as a masters or doctorate?	1	2	3	9

[ASK ONLY IF "NO" TO B.]

e. Attend a vocational school or career training institute after high school?	1	2	3	9

23. In terms of its location, which one of the following phrases best describes the location of the school [NAME] attends? Would you say it is . . .

An inner city school, 1
An urban school, but not in the inner city, 2
A suburban school, 3
A small town school, 4
or A rural school? 5
DK 6
RF 9

24. In general, do you feel the school [NAME] attends is . . .

Extremely safe, 1
Very safe, 2
Somewhat safe, 3
Not very safe, 4
or Not safe at all? 5
DK 6
RF 9

25. When [NAME] comes home from school, how often is an adult 18 years or older at home? Would you say . . .

Always, 1
Most of the time, 2
About half of the time, 3
Only occasionally, 4
or Never? 5
DK 6
RF 9

26. To what extent do you believe [NAME]'s success in school is influenced by your active involvement in his/her formal education? Please use a 1 to 7 scale in which 1 means [NAME]'s success is "Not at all influenced" by your involvement and 7 means [NAME]'s success is "Totally influenced" by your involvement.

NOT AT ALL INFLUENCED						TOTALLY INFLUENCED	DK	RF
1	2	3	4	5	6	7	0	x

27. At what level is [NAME] performing in school? Would you say . . .

Greatly above average, 1
Somewhat above average, 2
Average, 3
Somewhat below average, 4
or Greatly below average? 5
DK 6
RF 9

28. Using a scale of 1 to 7 in which "1" means "Not at all" and "7" means "Enormously", how would you rate your ability to help [NAME] if he/she asked you for help in each of the following subjects:

BEGIN AT "X"	NOT AT ALL						ENORMOUSLY	DK	RF
[ ] a. Math	1	2	3	4	5	6	7	0	x
[ ] b. Science	1	2	3	4	5	6	7	0	x
[ ] c. History	1	2	3	4	5	6	7	0	x
[ ] d. Computers	1	2	3	4	5	6	7	0	x
[ ] e. English	1	2	3	4	5	6	7	0	x

29. Please think about the amount of time [NAME] watches television. Do you consider the amount of time [NAME] watches TV to be . . .

An extremely serious problem, 1
A very serious problem, 2
Somewhat of a problem, 3
Not too much of a problem, 4
or no problem at all? 5
DK 6
RF 9

DEMOGRAPHIC QUESTIONS

The final few questions are for classification purposes only . . .

30. Are you . . .

Single,	1
Married,	2
Separated,	3
Widowed,	4
or Divorced?	5
DK	6
RF	9

31. Currently, are you employed . . .

ASK Q.32 ⇐	Full-time,	1
ASK Q.32⇐	Part-time,	2
SKIP TO Q.34 ⇐	or Not at all?	3
	DK	4
	RF	9

32. Which one of the following best describes your current title or position?

Sales	01	Manager	06
Clerical	02	Professional	07
Secretarial	03	or Something else? _____	08
Technical specialist (e.g. computer programmer)	04	DK	09
Laborer (e.g. machine operator)	05	RF	99

33. [EMPLOYED PARENTS ONLY:] To what degree are the following problems in your life? Would you say _____ is a serious problem, a minor problem, or not a problem at all?

BEGIN AT "X"	SERIOUS PROBLEM	MINOR PROBLEM	NOT A PROBLEM	DK	RF
[ ] a. Taking time off from work to care for your sick child?	3	2	1	0	x
[ ] b. Taking time off from work to attend a school activity, such as an awards ceremony or a special program?	3	2	1	0	x
[ ] c. Taking telephone calls from [NAME] at work?	3	2	1	0	x
[ ] d. Taking time off from work to attend a parent-teacher conference?	3	2	1	0	x

[ASK Q.34 ONLY OF NON-EMPLOYED:]

34. Are you . . .

Retired, 1
A homemaker, 2
A full-time student, 3
Temporarily unemployed, 4
or Disabled? 5
Other _____ 6
DK 7
RF 9

35. In total, including yourself, how many people live in your household? Please include all children and adults.

[IF "1" SKIP TO Q. 36] ⇐ TOTAL #_____

35a. How many are adults 18 years or older? 18+_____
35b. How many are between the ages of 12 and 17? 12-17_____
35c. How many are between the ages of 6 and 11? 6-11_____
35d. How many are 5 years old or younger? <5_____

36. What is your age? [RECORD 2-DIGIT NUMBER]

_____ AGE IN YEARS
RF 9

37. Sometimes people feel younger or older than they really are. How old do you usually feel? [RECORD 2-DIGIT NUMBER]

[CODE: 1/2 YR=6 MO; 1/4 YR=3 MO] _____ AGE IN YEARS
DK 1
RF 9

38. Which phrase best describes your education?

Some high school or less, 1
High school graduate (12th grade), 2
Some college (1-3 years), 3
Graduated a 4-year college, 4
Some post-graduate courses, 5
Received a post-graduate degree, 6
or Something else? _____ 7
RF 9

39. Using a scale of 1 to 7 in which "1" means "Extremely relaxed" and "7" means "Extremely stressed," how would you rate the way you feel most of the time?

EXTREMELY RELAXED						EXTREMELY STRESSED	DK	RF
1	2	3	4	5	6	7	0	x

40. How many hours of free time do you usually have during a typical weekday? By free time I mean time in which you feel you can do anything you want. This is time in which you are not working, taking care of a child, sleeping, going to school, or doing necessary household activities and chores. Now, how many hours of free time would you say you have during any typical weekday, that is any day between a Monday and a Friday?

HOURS _____ MINUTES _____

41. How about on weekends—on Saturday and Sunday. How many hours of free time would you say you usually have for yourself on a typical weekend—Saturday and Sunday combined?

HOURS _____ MINUTES _____

42. Is your total annual household income from all sources, and before taxes . . .

SKIP TO Q.43⇐	Less than $10,000,	1
	$10,000 but less than $15,000,	2
	$15,000 but less than $20,000,	3
	$20,000 but less than $25,000,	4
	$25,000 but less than $30,000,	5
	$30,000 but less than $40,000,	6
	$40,000 but less than $50,000,	7
	$50,000 but less than $75,000,	8
SKIP TO Q.42b ⇐	or $75,000 and over?	9
	DK	10
GO TO Q.42a ⇐	RF	99

42a. Is your total annual household income from all sources, and before taxes . . .

	Under $25,000,	1
SKIP TO Q.43 ⇐	or Over $25,000?	2
	DK	3
	RF	9

42b. Just to check, is that . . .

	Over $100,000,	1
	or Under $100,000?	2
	DK	3
	RF	9

43. Are you of Hispanic origin or background?

CONTINUE WITH Q.43a ⇐	YES	1
	NO	2
SKIP TO Q.44⇐	DK	3
	RF	9

43a. How would you describe your ancestry? Are you of . . .

Mexican,	1
Central American,	2
Cuban,	3
Puerto Rican,	4
South American,	5
or Other Hispanic descent? _____	6
RF	9

43b. Were you born in one of the fifty states (of the U.S.)?

SKIP TO Q.44 ⇐	YES	1
ASK Q.43c ⇐	NO	2
	RF	9

43c. How many years have you lived in the U.S.?

_____ YEARS IN U.S.

44. Do you consider yourself to be . . .

White,	1
African American,	2
Asian,	3
or Some other race? _____	4
RF	9

45. Using a scale of 1 to 7 in which "1" is "Not At All" and "7" means "Enormous," To what extent do you feel there is a racial problem in . . .

	NOT AT ALL						ENORMOUS	DK	RF
a. Your community	1	2	3	4	5	6	7	0	x
b. The public schools in your area	1	2	3	4	5	6	7	0	x

[ASK OF EMPLOYED ONLY:]

c. Your work place	1	2	3	4	5	6	7	0	x

46. Including the telephone number I reached you on, how many telephone numbers does your household have? Not extensions, but different telephone numbers? [RECORD SINGLE-DIGIT NUMBER]

_____ TELEPHONE NUMBERS
RF 9

47. SEX OF RESPONDENT

MALE 1
FEMALE 2

[VERIFY:] Should my supervisor want to validate this interview, I would like to make sure I dialed your number correctly. Did I reach you at:

PHONE # ( )_____

And for validation purposes, may I have your first name or initials?

RESP. NAME _____

That completes the interview. Again, I'm [FULL NAME] from NuStats. Your opinions are very important and greatly appreciated, and I'd like to thank you very much. For your information, the results of this study will appear in the May 17 issue of Newsweek magazine. Have a good day/evening.

LANGUAGE OF INTERVIEW

ENGLISH 1
SPANISH 2

TIME ENDED _____ LENGTH _____ INTERVIEWER # _____ EDITOR # _____